

STEWARDS.ONE PARENT & FAMILY HANDBOOK

2026/27

A guide to school life, expectations, routines, technology, partnership, and formation.

This handbook explains how families and Stewards.ONE work together so that online schooling is disciplined, purposeful, safe, and capable of forming the whole child: Head, Hand, and Heart.

School stages	KS3 and KS4 - Years 7 to 11
Core school day	8:00am to 3:45pm UK time
Main contact	schooladmin@stewards.one
Website	https://www.stewards.one

For parents and guardians

Please read this handbook before the start of term and keep it available throughout the academic year.

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How to use this handbook

The opening sections explain the school model and daily routines. The middle sections explain conduct, attendance, detention, curriculum, and parent communication. The final sections provide practical checklists and reference guidance for day-to-day family use.

01 | WELCOME AND SCHOOL PURPOSE

Welcome to Stewards.ONE

As-salamu alaykum warahmatullah wabarakatuh.

Choosing a school is one of the most important decisions a family makes. At Stewards.ONE, we treat that responsibility with seriousness and care. This handbook has been prepared to help parents understand the expectations, routines, and practical arrangements that make the Stewards.ONE experience work well.

Stewards.ONE is a global online school for KS3 and KS4 families seeking more than academic results alone. We provide structured teaching, clear standards, grounded character formation, and real preparation for life beyond school. Our aim is that students learn to think clearly, work diligently, carry themselves well, and develop the maturity to use their gifts responsibly.

Our promise to families

We will provide structured teaching, clear expectations, meaningful communication, and a school culture that treats parents as partners. In return, we ask families to support attendance, punctuality, respectful conduct, and the practical routines described in this handbook.

This handbook is written for parents and guardians. It should be read before the start of term and kept available throughout the year. The more consistently home and school work together, the stronger the student experience becomes.

02 | ACADEMICS, BUSINESS, CHARACTER

The Stewards.ONE Way

Stewards.ONE is not simply an online school. It is a character formation model designed to develop the whole learner. We use the language of Head, Hand, and Heart because education must form the mind, train the will, and shape conduct. Academic growth matters deeply, but it is not the only measure of a child.

Pillar	Meaning for students	What parents should reinforce at home
Academics - Head	Core subject learning, clear thinking, disciplined study, structured reasoning, writing, analysis, and exam readiness.	Protect study time, check homework routines, encourage careful explanation rather than rushed answers.
Business - Hand	Real World Readiness, enterprise, project thinking, value creation, initiative, and practical capability.	Ask what problem the learning helps solve, encourage initiative, and support practical projects.
Character - Heart	Islamic ethos, stewardship, integrity, courage, service, self-control, respect, and moral responsibility.	Praise truthful effort, responsible conduct, sincere improvement, and service at home and in community.

Parents should expect to hear the language of Head, Hand, Heart, stewardship, capability, and responsibility across the school. This language helps students understand that education is not a narrow race for marks. It is preparation for life, service, responsibility, and excellence.

03 | DAILY & WEEKLY SCHOOL RHYTHM

The School Day and Weekly Rhythm

The normal Stewards.ONE school day runs from 8:00am to 3:45pm UK time. The exact timetable may vary by year group, subject pathway, assessment week, or special programme. Families should always follow the published timetable and official school communications.

Time or rhythm	Family expectation	Why it matters
Before 8:00am	Student is awake, dressed appropriately, device charged, internet checked, camera ready, notebook and pen available.	A calm start prevents avoidable lateness, stress, and loss of learning.
8:00am onwards	Student attends scheduled live sessions, participates actively, and follows teacher instructions.	Live lessons require attention, visibility, and active engagement.
Breaks and lunch	Student returns on time after breaks. Younger students may need parental prompts until the routine becomes secure.	Late returns fragment learning and can become partial absences.
End of school day	Student reviews homework, files notes, charges device, and prepares printed materials for the next day.	Strong daily closure builds independence and reduces morning confusion.

Treat online school as real school

Students should not join lessons from bed, while eating, in a noisy room, or while still looking for materials. Online learning is serious learning delivered through a digital environment.

04 | ENVIRONMENT, POSTURE, AND PREPARATION

Student Readiness and Home Learning Setup

The home learning environment has a direct effect on focus, conduct, and academic progress. Parents do not need to create a perfect classroom, but every student needs a consistent, suitable space that communicates seriousness.

Area	Minimum standard	Parent check
Study space	Quiet, well-lit, and suitable for camera-on participation.	Is the student visible, seated properly, and free from unnecessary interruptions?
Desk setup	Laptop or desktop positioned steadily with notebook, pen, and printed materials ready.	Can the student type, write, and look at the teacher without awkward movement?
Background	Plain, tidy, or blurred background. No distracting or inappropriate images.	Would the background be suitable for a school classroom?
Noise control	Headphones where needed; no television, games, or frequent family traffic.	Can the student hear and be heard clearly?
Daily preparation	Device charged, browser ready, tabs closed unless needed, and timetable checked.	Has the student prepared before lesson start rather than during it?

05 | PRACTICAL READINESS

Technology, Equipment, Email, Printing, and Notebooks

Stewards.ONE is device agnostic, but every student needs a dependable setup. Families may use Windows, Mac, or Chromebook devices. A tablet can be useful as a support device, but for most students it should not be the main school device unless it has a keyboard, reliable browser access, camera, microphone, and file management capacity.

Requirement	Standard
Recommended device	Laptop, desktop, or Chromebook with working webcam and microphone.
Processor / memory	A modern device capable of running live video lessons and browser-based school platforms without freezing. 8GB RAM is recommended where possible.
Internet	Stable broadband suitable for live video lessons. Families should avoid relying on unstable mobile data as the main connection.
Browser	Latest version of Chrome, Edge, Safari, or Firefox.
Headset	Recommended, especially in shared family spaces.
Printer	Strongly recommended for worksheets, revision packs, assessments, reading extracts, and offline practice.
Notebooks	One notebook per subject. Students should not combine all subjects into one book.

Student email accounts should be set up before onboarding. We recommend Gmail because it is widely supported and easy for students to use across devices. The recommended format is firstnamelastnameS1@gmail.com, for example ahmedhassanS1@gmail.com or fatimakhanS1@gmail.com.

Digital filing routine

Parents should help students create subject folders for English, Mathematics, Science, Geography, Computer Science, Arabic, Islamic Studies, Business/RWR, Awaken, Assessments, and Reports. The goal is that students can find work quickly without depending on parents or teachers.

06 | VISIBILITY AND ACTIVE PARTICIPATION

Attendance, Punctuality, and Cameras

Attendance and active participation are essential to the online school model. Stewards.ONE expects students to attend all scheduled lessons punctually, prepared, and visible. Online schooling only works well when the learning environment is treated seriously.

Expectation	What it means in practice	Parent role
Camera policy	Cameras are expected to remain on during live lessons unless the school has agreed otherwise.	Ensure the student has a suitable setup and understands that camera-on is normal school culture.
Punctuality	Students should join lessons on time. Repeated lateness may be discussed with parents.	Build a morning routine and check the timetable before lessons begin.
Absence reporting	Parents should inform schooladmin@stewards.one as early as possible if a student will be absent.	Give the student name, class/year, reason, and expected return where possible.
Participation	Students should respond to questions, complete tasks, use chat appropriately, and follow instructions.	Ask at the end of the day what the student contributed, not only what they watched.
Appearance	Students should be dressed appropriately for school and visible on camera.	Treat online school as formal learning time, not casual screen time.
Break return	Students must return promptly after breaks and lunch.	Younger students may need reminders until punctuality becomes secure.

Why cameras matter

An always-on camera culture supports attention, safeguarding, teacher feedback, classroom community, and the seriousness of the school environment. It also helps teachers notice when a student is confused, disengaged, or needs support.

07 | CONDUCT IN THE VIRTUAL CLASSROOM

Learning Behaviour and Online Conduct

Every student contributes to the culture of the online classroom. Students are expected to speak respectfully, listen carefully, complete tasks honestly, and use digital platforms responsibly. The online environment is still a school environment. The same standards of manners, modesty, punctuality, and seriousness apply.

Area	Expected conduct	Examples of concern
Respect	Students treat teachers, classmates, and guests with courtesy.	Mocking, rude tone, arguing, dismissive comments, sarcasm, or refusal to respond appropriately.
Chat use	Chat is used for lesson-related questions and contributions.	Side conversations, jokes, distractions, repeated emojis, or comments that derail learning.
Microphone	Students mute when not speaking and unmute promptly when asked.	Background noise, deliberate disruption, refusing to speak when instructed.
Academic honesty	Submitted work is the student's own unless collaboration has been instructed.	Copying, AI misuse, plagiarism, presenting parent work as student work.
Recording	Students must not record, screenshot, or share lesson content without permission.	Screenshots, clips, sharing class links, or circulating materials outside school systems.
Distraction	Gaming, unrelated browsing, messaging, and social media are not acceptable during school time.	Looking away repeatedly, typing unrelated messages, disappearing from camera, second-device distraction.

Behaviour is formation

Teachers may address minor issues during the lesson. Repeated or serious issues may result in parent contact, a support meeting, detention, or a behaviour plan. The aim is not punishment for its own sake, but restoration of order, responsibility, and good conduct.

08 | DISCIPLINE WITH PURPOSE

Detention, Restoration, and Better Behaviour Outcomes

At Stewards.ONE, detention is a corrective and reflective measure designed to restore good conduct, responsibility, and respect for learning. It is not punishment for its own sake. It is an opportunity for students to pause, reflect, improve, and return stronger in character.

Behaviour level	Typical examples	Likely school response	Parent role
Minor issue	One-off distraction, brief off-task behaviour, minor chat misuse.	Teacher reminder or correction in lesson.	Reinforce the expectation calmly if the issue is mentioned at home.
Repeated minor issue	Camera repeatedly off, late returns, repeated talking over others, low effort after reminders.	Warning, behaviour note, parent notification, possible detention.	Do not minimise the pattern. Help the student identify the habit and correct it.
Serious issue	Disrespect, refusal to comply, inappropriate chat/camera conduct, disruption of learning.	Removal from class if needed, admin escalation, parent contact, detention or support meeting.	Support the school's authority and focus the child on restoration.
Safeguarding or severe conduct concern	Bullying, harassment, privacy breach, recording without permission, harmful content.	Immediate escalation to school leadership and safeguarding process as appropriate.	Cooperate promptly with the school and preserve any relevant evidence.

A detention lasts 30 minutes and may take place during a school break or after school hours. It consists of two parts:

Part	Time	Purpose	Example
Reflection writing - Imposition	15 minutes	The student writes a reflective statement at least 40 times, acknowledging the behaviour, why it was wrong, and the intention not to repeat it.	I spoke out of turn and disrupted the lesson. This was wrong because it wasted learning time and showed disrespect. I resolve not to repeat it. May Allah give me tawfiq in that.
Directed study	15 minutes	The student completes focused study or revision from an academic subject so that correction is paired with productive effort.	A short revision task, topic questions, vocabulary practice, corrections, or a teacher-directed study activity.

Parent guidance on detention

The most helpful parental response is calm alignment. Ask what happened, ask what the student should have done instead, and reinforce that detention is a chance to restore good conduct. Avoid turning detention into a battle between home and school. The aim is better behaviour, not humiliation.

09 | HOW LEARNING IS TRACKED

Curriculum, Assessment, and Reporting

Stewards.ONE provides a structured KS3 and KS4 pathway with academic depth and wider formation. Students study a broad curriculum shaped by the ABC model. Academic subjects develop knowledge and reasoning. Business and Real World Readiness develop initiative and practical capability. Character, Islamic learning, mentoring, and Awaken help students develop maturity, self-leadership, and responsibility.

Area	What families should understand
Core academic areas	English, Mathematics, Science, Geography, Computer Science, and Arabic.
Character formation	Qur'an, Islamic Studies, Seerah, mentoring, life coaching, and daily conduct expectations.
Business / Hand	Real World Readiness, Awaken, enterprise thinking, projects, communication, and applied capability.
Assessment	Quizzes, assignments, projects, class participation, tests, mock exams, and teacher feedback.
Reports	Parents receive updates through school communication channels and formal reporting points.
Support	Where concerns arise, teachers and school leaders may recommend interventions, meetings, routines, or additional practice.

Assessment is not a label. Assessment helps the school understand where a student is secure, where they are stretching, and where support is needed. Parents should treat feedback as part of growth, not simply as judgment. The most effective family response to assessment is to ask: What have we learned, what needs practice, and what is the next faithful step?

10 | HOME AND SCHOOL WORKING AS ONE

Parental Collaboration and Family Capability Development

Parents are not passive observers in the Stewards.ONE model. Your role is especially important in an online school because the home is also the learning environment. The school teaches, guides, assesses, mentors, and communicates. Parents help establish the routines and conditions that make those things effective.

For full-time students, Parental Collaboration is also a formation programme. Families are expected to support purposeful activity outside the classroom so that students build confidence, discipline, resilience, health, and character through real practice.

Expectation	Family practice
Absence and readiness	Parents report absence promptly and ensure the student is ready to learn each morning.
Extra-curricular activity	Every student should participate in at least one meaningful extra-curricular activity at least twice per week where possible.
Recommended activities	Swimming, horse riding, martial arts, archery, public speaking, athletics, team sports, outdoor pursuits, volunteering, farming, singing, or similar purposeful activities.
Monthly touchpoint	Families may be asked to attend a monthly collaboration session or check-in with a designated teacher or mentor.
External feedback	Where an external coach or organisation is involved, the school may request feedback confirming attendance, engagement, progress, and conduct.

The principle

Education is not confined to screens, worksheets, or examinations. It includes family life, healthy challenge, real-world experience, responsibility, and shared effort. At Stewards.ONE, we do not outsource formation entirely to the school. We build it together with parents.

11 | HOW FAMILIES AND SCHOOL STAY ALIGNED

Communication, Meetings, and Escalation

The strongest outcomes are built when school and family work in the same direction. Communication should be clear, respectful, and timely. Parents should contact the school early when a concern may affect attendance, learning, wellbeing, conduct, or access to lessons.

Need	What to do
Absence	Email schooladmin@stewards.one as early as possible with the student's full name, class/year, reason, and expected return.
Technical issue	Contact schooladmin@stewards.one and include the device, browser, screenshot if useful, and whether the issue affects live lessons.
Safeguarding or wellbeing concern	Report promptly to the school. Do not wait for the issue to become severe.
Academic concern	Allow the teacher time to address normal learning struggles, but contact the school if the student is persistently confused, overwhelmed, or falling behind.
Behaviour concern	Support teacher correction and ask the school what routine or support will help the student improve.
Meeting request	Use the appropriate school channel and state clearly what the meeting is about. The school may also request meetings where support is needed.

During live lessons

Parents should avoid interrupting live lessons unless there is a genuine emergency. If a concern arises, contact the school through the appropriate channel so the matter can be handled properly.

12 | SAFE, PURPOSEFUL, VALUES-LED EDUCATION

Safeguarding, Wellbeing, and Islamic Ethos

A safe, purposeful, values-led environment is central to the school. Stewards.ONE is shaped by an Islamic ethos and a commitment to character-led education. We expect students to grow in knowledge and conduct together. Respect, modesty, truthfulness, responsibility, service, and excellence are daily expectations.

Area	Family responsibility
Safeguarding	Concerns about a child's safety or wellbeing should be reported promptly to the school.
Wellbeing	Parents should alert the school if a student is struggling emotionally, socially, spiritually, or academically.
Online safety	Students should use school platforms responsibly and avoid unsafe or inappropriate digital behaviour.
Character	Students are encouraged to build integrity, courage, excellence, loyalty, truthfulness, gratitude, patience, empathy, and self-control.
Family-friendly culture	The school aims to communicate expectations in a way that is clear, dignified, and supportive of family life.

Islamic ethos at Stewards.ONE is presented with seriousness and warmth. It informs our understanding of purpose, responsibility, learning, service, conduct, and the pursuit of excellence.

13 | PRACTICAL ACCESS POINTS

Admissions, Onboarding, and Website Links

Families should use the website as the main public reference point, alongside direct school communication. Once a family applies, the school will review the application and advise on next steps. This may include consultation, baseline assessment, placement guidance, onboarding, and access to school systems. A completed application does not automatically guarantee a place; the school considers fit, readiness, availability, and the pathway that best serves the student.

Purpose	Link or contact
Apply Now	https://www.stewards.one/apply-now/
Admissions	https://www.stewards.one/admissions/
Programmes	https://www.stewards.one/programmes/
Prospectus	https://www.stewards.one/prospectus/
Testimonial	https://www.stewards.one/testimonials/
Timetable	https://www.stewards.one/timetable/
Awaken	https://www.stewards.one/awaken/
Book a Call	https://zcal.co/stewards/consultation
Contact	schooladmin@stewards.one

Before the first day

Complete all requested onboarding steps, create the student email account, test device and camera, prepare notebooks, confirm printer access if possible, and read the student expectations with your child.

14 | WHAT PARENTS SHOULD DO DAILY AND WEEKLY

Family Checklists

The aim of the family checklist is to make success repeatable. It is not designed to make parents hover over detail. It is designed to help students become independent through clear routines, steady accountability, and predictable support.

Rhythm	Parent action	Student outcome
Morning - 10 minutes	Confirm student is dressed, device is ready, camera works, notebooks are prepared, and timetable is visible.	Prepared start; reduced lateness; serious learning posture.
During school day	Allow the teacher to teach. Do not interrupt lessons unless there is a genuine emergency.	Student learns to respond to teacher authority and manage the school day.
End of day - 10 minutes	Ask: What did you learn? What homework is due? What needs printing or preparation?	Reflection, organisation, and reduced missed work.
Weekly review - 20 minutes	Review notebooks, homework completion, attendance, and any school messages.	Accountability without micromanagement.
Monthly collaboration	Attend requested touchpoints and discuss progress in Head, Hand, and Heart.	Character Formation becomes visible and shared between home and school.

Family readiness checklist:

- Student has a working laptop, desktop, or Chromebook.
- Webcam and microphone have been tested.
- Internet connection is stable enough for live video lessons.
- Student Gmail account has been created using the recommended format (FirstnameLastnameS1@gmail.com).
- One notebook has been prepared for each subject.
- Student has all necessary stationery and textbooks.
- Printer access is available or a printing routine has been agreed.
- Student has a quiet, well-lit study space.
- Timetable has been printed or saved somewhere visible.
- The parent has access to the student's email account.
- The Parent knows how / when to contact school admin.
- Student understands the camera-on expectation.

15 | QUICK REFERENCE

Frequently Asked Questions and Family Agreement

Question	Answer
Can my child use any device?	Yes. Windows, Mac, and Chromebook are acceptable if they support live lessons reliably. A tablet may be useful as a support device but is usually not ideal as the main device.
Is a printer compulsory?	A printer is strongly recommended. It supports worksheets, revision packs, reading extracts, and written practice away from the screen.
Does my child need a notebook for each subject?	Yes. One notebook per subject helps students organise work properly and makes revision easier.
What email format should we use?	We recommend firstnamelastnameS1@gmail.com, for example JohnMuhammadS1@gmail.com.
Are cameras always required?	Yes, students are expected to keep cameras on during live lessons unless the school has agreed otherwise.
What should I do if my child is struggling?	Contact the school early. Give clear details and ask what routine, intervention, or support would help.
How should I respond to a detention?	Stay calm and aligned with the school. Ask what happened, what should have happened, and how the student will restore good conduct.

CLOSING COMMITMENT

Family Agreement

By joining Stewards.ONE, families enter a partnership. The school commits to teaching, guiding, assessing, communicating, and upholding standards. Parents commit to supporting routines, attendance, punctuality, respectful conduct, and the wider formation of the student. Students commit to learning seriously, behaving respectfully, and growing in Head, Hand, and Heart.

Commitment area	We agree to support
Attendance and punctuality	The student attends lessons on time, prepared, and visible.
Conduct	The student speaks respectfully, follows instructions, and uses technology responsibly.
Learning routines	Homework, notebooks, printing, revision, and daily preparation are supported at home.
Communication	Parents communicate promptly, respectfully, and through official school channels.
Formation	Home and school work together to develop academics, business readiness, and character.

Final word

Thank you for reading the Parent & Family Handbook. We look forward to working with families who want education to form the whole child: Head, Hand, and Heart. A holistic education produces capable, confident, and grounded young people.

GENERAL QUESTIONS & ANSWERS

About Stewards.ONE

#	Question	Answer
1	What makes Stewards.ONE different from other schools?	Stewards.ONE is built around three integrated pillars: Academics, Business, and Character (ABC). We do not separate academic achievement from real-world readiness or moral development. Our aim is to raise capable, disciplined, and grounded young people who can think clearly, act responsibly, and contribute meaningfully to society.
2	Is Stewards.ONE a fully online school?	Yes. Stewards.ONE is a fully online secondary school delivering structured live lessons, mentoring, and student development programmes through a disciplined and interactive online environment.
3	Which curriculum do you follow?	We mostly follow the Pearson Edexcel curriculum and prepare students for IGCSE qualifications alongside a broader development programme focused on real work readiness, and character formation.
4	What age groups do you accept?	We currently focus on secondary education from Year 7 to Year 11.
5	What subjects do students study?	Core subjects include Mathematics, English, Science, Geography, Computer Science, Islamic Art, and Arabic, alongside Islamic Studies, Qur'an, Real World Readiness, and Character Development programmes.
6	Why is Arabic compulsory?	Arabic develops structured thinking, literacy, communication, and direct access to Islamic heritage. It is taught seriously through grammar, reading, writing, speaking, and comprehension.
7	How do you maintain discipline in an online school?	We maintain clear routines, structured lessons, camera-on expectations, active questioning, and consistent behavioural standards. Teachers address issues immediately and work closely with parents to maintain a focused learning environment.
8	Are cameras compulsory during lessons?	Yes, in most lessons students are expected to keep cameras on to support engagement, accountability, safeguarding, and classroom interaction.
9	What happens if a student misbehaves?	Behaviour is addressed progressively through verbal correction, warnings, parent communication, detention, or behaviour plans depending on severity and repetition. The aim is restoration of discipline and responsibility, not punishment for its own sake.
10	How does detention work?	Detention lasts 30 minutes and has two parts: 15 minutes of written reflection ("imposition") where the student reflects on their behaviour, and 15 minutes of directed academic study.

#	Question	Answer
11	What role do parents play?	Parents are central to the Stewards.ONE model. We expect families to support routines, punctuality, behaviour, study habits, and character development. Education works best when school and home operate in alignment.
12	How much supervision is expected from parents?	Parents are expected to ensure students are prepared, attending lessons punctually, completing work, and maintaining appropriate conduct. Older students may gradually become more independent, but parental oversight remains important throughout KS3 and KS4.
13	What is Real World Readiness (RWR)?	Real World Readiness is our specialist development programme designed to help students build practical capability, leadership, communication, initiative, and exposure to real industries and modern career pathways.
14	What is the Awaken programme?	Awaken is a five-year capability development programme focused on building 30 essential life capabilities including leadership, emotional intelligence, communication, entrepreneurship, discipline, resilience, and strategic thinking.
15	How do you develop character?	Character is developed through daily routines, Islamic studies, Qur'an, Seerah, mentoring, Life Coaching, teacher modelling, and consistent behavioural expectations across all areas of school life.
16	Is Qur'an memorisation compulsory?	Qur'an recitation and memorisation form part of the school's Character pillar, though expectations are tailored to student ability and progression.
17	How do students socialise in an online school?	Students interact daily through live lessons, group activities, discussions, mentoring sessions and extracurricular activities. We actively cultivate a strong school culture and sense of belonging.
18	Are extracurricular activities important?	Yes. Every student is expected to participate in structured extracurricular activities outside of school to support confidence, discipline, resilience, health, teamwork, and character growth.
19	What kind of student thrives at Stewards.ONE?	Students who are willing to engage, grow, accept guidance, and work consistently tend to thrive. We particularly suit families seeking both strong academics and strong character development.
20	What outcomes are you aiming for by Year 11?	We aim to produce students who are academically capable, calm under pressure, confident communicators, morally grounded, disciplined, and ready to contribute meaningfully in the real world.
21	How do you support struggling students?	We use regular assessment, mentoring, intervention support, parent collaboration, and tailored guidance to help students improve academically, behaviourally, and personally.
22	How often do parents receive updates?	Parents receive regular communication regarding attendance, progress, behaviour, assessments, and wider school matters. Parent collaboration sessions are also held monthly.

#	Question	Answer
23	Is Stewards.ONE suitable for international families?	Yes. We have students from around the world attending Stewards and encourage international applications provided families can support the school's routines, expectations, and educational philosophy.
24	What is the school's overall mission?	Our mission is to raise a generation of intellectually capable, morally grounded, and practically effective young people who lead with integrity, think independently, and contribute positively to society.

