

Anti Harassment policy

Harassment Against Members of Protected Class

We do not permit managers, employees, teachers, independent contractors, students, or others in the workplace to harass any other person because of age, gender (including pregnancy), race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, genetic information, or any other basis proscribed by law.

Harassment is unwelcome verbal or non-verbal conduct, based upon a person's protected characteristic, that (i) denigrates or shows hostility or aversion toward the person because of the characteristic and which affects their employment opportunities or benefits; (ii) has the purpose or effect of unreasonably interfering with their work performance; (iii) enduring the offensive conduct becomes a condition of continued employment; or (iv) has the purpose or effect of creating a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Harassment includes epithets, slurs, name calling, negative stereotyping, insults, intimidation, ridicule, threatening, intimidating or hostile acts, denigrating jokes, and display in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group based on their protected characteristic. Petty slights, annoyances, and isolated minor incidents may not rise to the level of harassment.

Sexual Harassment in the Workplace

We do not tolerate sexual harassment in our studio. Sexual harassment refers to any unwelcome sexual attention, sexual advances, requests for sexual favours, and other verbal, visual, or physical conduct of a sexual nature when:

- (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
- (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance; or
- (d) such conduct has the purpose or effect of creating an intimidating, hostile or offensive working environment.

Examples of sexual harassment include unwanted and unnecessary physical contact; offensive remarks (including unwelcome comments about appearance); obscene jokes or other inappropriate use of sexually offensive language; the display in the studio of sexually suggestive objects or pictures; and unwelcome sexual advances by teachers, students, customers, clients, or other visitors to a studio. Non-physical gesture, behaviour, unnecessary physical contact, verbal suggestion, or innuendo may constitute sexual harassment.

Sexual Misconduct

We prohibit sexual misconduct in our studio. Sexual misconduct is any unsolicited and unwelcome sexual advance including requests for sexual favours, sexual touching, and verbal, visual, or physical conduct that creates a sexually hostile environment in a yoga class or studio.

Sexual misconduct also arises if a teacher engages in conduct that has the purpose or result of requiring a student to submit to such conduct to obtain any benefit or privilege relating to the study or teaching of yoga.

While it is not possible to list all the circumstances that may constitute sexual misconduct, the following are examples of misconduct:

- Sexual advances whether they involve physical touching or not;
- Sexual epithets, jokes, written or verbal references to sexual conduct, gossip regarding one's sex life, comments on an individual's body, sexual activity, deficiencies, or prowess;

- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Comments or conjecture about a person's sexual orientation or gender identity;
- Inquiries into one's sexual activities;
- Sexually oriented asana adjustments or touch; and
- Discussion of one's sexual activities.

Teachers recognise the unique power and imbalance of the student-teacher relationship. While acknowledging the complexity of yoga relationships, teachers shall not exploit the trust and dependency of students.

Teachers shall avoid any dual relationships with students (e.g., business, personal, or sexual relationships) that could impair their professional judgment, compromise the integrity of their instruction, and/or use the relationship for their own gain.

Teachers understand that a yoga studio is a place of deep spiritual work and transformation. Teachers shall not make comments, gestures, or physical contact of a sexual nature with their students, even if the student invites such conduct. Sexual misconduct will not be tolerated under any circumstances.

Romantic Relationships Between Teachers and Students

Teachers shall not invite, respond to, or allow any sexual or romantic conduct with a student during the period of the teacher-student relationship.

Sexual or romantic interactions that occur during the teacher-student relationship constitute sexual misconduct and are unethical. Sexual or romantic interactions detract from the goals of the teaching relationship, may exploit the vulnerability of the student, may obscure the teacher's judgment concerning the student, may be detrimental to the student's well-being and damage the reputation of the yoga community.

Yoga teachers must maintain professional boundaries in their relationships with students so that the best interests of the students are served. The interest of the teacher is not relevant: the art of teaching yoga is focused on serving the spiritual needs of the student. The teacher-student relationship involves an imbalance of power and any appearance that this imbalance has been exploited for the sexual purposes of the teacher is unethical. Even if the relationship is initiated by the student, it must still be avoided by the teacher.

If a teacher is becoming romantically involved with a student, the teacher should end the teaching relationship. The teacher must ensure that any behaviour in dealing with students is always professional and not open to misunderstanding or misinterpretation. If a relationship begins to develop, the teacher should seek the guidance of school management.

Attendance Policy

Missing Training Hours

Our program expects students to be on time for class, after breaks, and after lunch. Please let our faculty know if you will be late.

Students are encouraged to have 100% attendance. However, we understand that students have important commitments outside of the classroom. Should extenuating circumstances impact attendance, students are permitted to miss class, provided they work with the program director to make up any missed hours. Students are responsible for rescheduling missed hours to make up any course material they have missed.

If a student needs to miss any training session, he or she must speak to the program director before the beginning of the session. Absences may be made up if we have available teacher trainers and studio openings at the rate of £100 per hour. Students recognise that, if they miss training hours that they have not made up, they will not graduate from the program.

Withdrawal Policy

If a student wishes to withdraw from our program for any reason, they must first contact the program director to discuss their reasons for withdrawal. Refunds will be given in accordance with the program's refund policy.

Termination from Program

The program may decide to terminate any student's participation in the program if: (1) false information was used in the admission process that materially affects the program; (2) a student missed more than 10% of any subject category; (3) a student is absent for more than 2 consecutive days without contacting the program director; (4) the student fails to make timely payments of tuition; or (5) the student is unable to pass a test after being given 2 attempts. If the program decides to end the student's participation in the program, the student is not entitled to any prior payments or fees. All prior payments and fees are non-refundable and non-transferable.

Termination from Program: Bad Conduct

No refunds will be given if the program removes a student from the program for bad conduct. Bad conduct is violation of the Code of Conduct, gossip, harassment, bullying, or any other behaviour that is inappropriate or disruptive to the welfare of the program or to fellow students.

Code of Conduct

Purpose Statement

We are committed to holding high ethical standards for our yoga teachers. We believe that it is the responsibility of a teacher to ensure a safe environment in which our students can grow physically, mentally, and spiritually. Students are looking for guidance from teachers with authenticity, experience, and wisdom. Our Code of Conduct was developed to protect our students in this potentially vulnerable relationship with their teachers and to uphold the highest professional standards.

We have adopted our Code of Conduct which applies to all our teachers. We believe that it is the responsibility of our teachers to ensure a safe and protected environment in which a student can grow physically, mentally, and spiritually. We believe our teachers must aspire to and express the highest possible standards of conduct as set forth in our Code of Conduct. Our Code of Conduct embodies the yamas and niyamas of the Yoga Sutras of Patanjali which are rules of ethical conduct that apply to all practitioners of yoga.

Financial Practices

Teachers will manage their business affairs according to recognised standard business and accounting practices. We discourage teachers from any kind of financial involvement with students. This includes loans, gifts and business relationships. If teachers have any questions about conducting their business affairs or potential financial involvement with students, they should contact the Ethics Committee or school leadership for guidance.

Teachers will seek to:

- i. comply with all legal and business requirements that apply to their business;
- ii. ensure all advertisements relating to the benefits of yoga are accurate, fair, and not misleading;
- iii. treat employees, assistants, students, colleagues, and other wellness businesses fairly, transparently and honestly in the course of all business dealings; and
- iv. follow sound environmental and sustainable practices in their professional and personal lives.

Professional Growth/Continuing Education

Teachers shall maintain and improve their professional knowledge and competence, strive for professional excellence through regular assessment of their personal and professional strengths and weaknesses, and through continued education and training. Teachers shall stay current with new developments in yoga through practice and study.

Teacher-Student Relationships

Teachers recognise the trust placed in them by their students and the power imbalance of the student-teacher relationship. Teachers shall avoid exploiting the trust and dependency of students. Teachers shall hold themselves out as stewards of safe and sacred spaces by maintaining clear personal and professional boundaries.

Teachers will continually be aware of their position of power and influence in their relationship with their students. Teachers will be mindful not to project their own agendas, perceptions, and outcomes on their students. Teachers will not seek to fulfil their personal needs at their students' expense. Teachers shall maintain professional boundaries in relationships with students and avoid any relationships that may exploit trust between the student and teacher.

Teachers recognise that their purpose is to serve their student's personal exploration and growth. Teachers will avoid any activity or influence that is in conflict with the best interests of their students or that may be solely for their own personal gain or gratification.

Integrity

Teachers shall commit to the highest standards of professional and personal conduct. Teachers shall ensure that their behaviour does not give even the appearance of professional impropriety. Any actions which may benefit the teacher to the detriment of the yoga community, or an individual student must be avoided to not erode the public trust in the integrity of yoga. Teachers shall dedicate themselves to studying, teaching, and promoting the art, science and philosophy of yoga and to maintaining high standards of professional competence and integrity.

Scope of Practice

Teachers shall not abandon or neglect their students. If teachers are unable (or unwilling for appropriate reasons) to provide professional help or continue a professional relationship, they should make every reasonable effort to arrange for instruction for that student with another teacher. Teachers should avoid giving any personal advice concerning a student's personal life.

Teachers shall represent their qualifications honestly and provide only the services they are qualified and certified to perform. Teachers shall not give medical advice. Teachers shall not recommend treatment, diagnose a condition, or suggest that a student disregard medical advice. Teachers shall refer their students to medical doctors or complimentary licensed professionals when appropriate.

Confidential Information

Teachers shall respect and protect the welfare of all of their students or clients. Teachers shall keep all personal information disclosed by their students or clients strictly confidential. All discussions among teachers concerning students or clients shall be conducted in secure, non-public environments.

Teachers shall not disclose personal information belonging to a student or client except (a) to comply with the law or the order of a court; (b) to prevent bodily harm or danger to the client or to others; or (c) where the information has already been disclosed to the public. Teachers will obtain the consent of students before audio or video recording in class.

Inter-Professional Relationships

Teachers are part of the health care and well-being community and should strive to develop and maintain relationships within the community for the benefit of their students and their professional development. Teachers shall conduct themselves in an honourable manner in their relations with their fellow yoga teachers and other wellness practitioners. Teachers shall work to build the unity of their community by embracing diversity, collaboration and commitment the benefit of all. Teachers shall practice tolerance and acceptance toward other yoga teachers, schools and traditions. Teachers shall not openly criticise practices followed by other yoga schools or teachers. However, teachers recognise that differences of opinion are to be expected, and they may be discussed in a sensitive and compassionate manner. When criticism must be made, it should be done with fairness, discretion and with a focus on the facts.

Advertising and Public Communications

Teachers shall not make false advertisements. Teachers shall refrain from making public statements on the benefits of yoga that are not supported by science or the generally accepted experience of the yoga community. Advertisements of workshops, clinics, seminars or similar events must have a clear statement of the purpose of the event, the audience for which it is intended and its educational objectives. The education, training, and experience of the teacher shall be fairly and accurately disclosed. Advertisements shall be made with dignity. Advertisements shall not include exaggerated claims about the benefits of yoga.

Yoga Equity

Teachers will welcome, accept, and support all students regardless of religion, gender, sexual orientation, language, nationality, political, or cultural background.

Teachers will embrace yoga equity. Teachers shall seek to have an awareness and a commitment to making yoga more equitable, inclusive, accessible and diverse. This encompasses diversity, inclusion and accessibility in yoga. Teachers will make the conscious decision to address each of these issues thoughtfully and intentionally throughout their work in restoring equity to the yoga community.

Teachers will emphasise the importance of learning, teaching, and practicing yoga honestly, which means promoting equity, reducing harm, honouring and leveraging cultural differences, and fostering diversity and inclusion in all areas of yoga while honouring the integrity of yoga's cultural and historical roots.

Teachers are encouraged to make yoga accessible and available to everyone. Teachers are encouraged to create integrated accessible yoga classes where all students can practice together. Teachers are encouraged to have an awareness and a commitment to making yoga more equitable, inclusive, accessible, and diverse. This includes the ways that yoga practice can be modified to suit students with disabilities, physical challenges, chronic illness, seniors, and anyone who may not feel comfortable in a regular class. It also includes making classes welcoming to everyone, and approaching students in a trauma-informed way. Teachers are encouraged to obtain appropriate training to offer accessible yoga classes.

Teachers shall commit to a shared responsibility for awareness of and commitment to change the inequities that exist within yoga that result in many people feeling excluded and underrepresented. These may be people who feel excluded due to their body composition and/or physical ability. Teachers are encouraged to take proactive steps to promote inclusion in yoga to: (1) promote equity; (2) reduce harm to students; (3) honour and leverage cultural differences; and (4) expand diversity and accessibility in all areas of yoga while honouring the integrity of yoga's cultural and historical roots.

Grievance Policy

Reporting of Policy Violations

We encourage anyone who has been the subject of sexual misconduct or of any other actions that violates our policies and Code of Conduct to report the incident to our Ethics Committee, Human Resources department, or school management (henceforth referred to as the "reviewing body").

The report should contain the following information:

- Your full name;
- Your email and phone number;
- The name of the person who the grievance is against;
- A description of the alleged policy violation;
- The date and location of the policy violation;
- Names and contact information of any witnesses with first-hand knowledge of the situation; and
- Any other credible evidence that is available to support the grievance.

In the interest of fairness and privacy, all reports must be made by the person who has personally experienced the misconduct. We will not investigate a matter based upon a third-party report of misconduct.

All reports must be made in good faith based on information the person reporting the incident reasonably believes to be accurate.

We may request additional information from the person reporting the incident during the review of the report.

We will take appropriate action to ensure compliance with our policies. The reviewing body will impose any sanctions that it feels are fair, just and reasonable under all of the circumstances. We will not allow anyone to retaliate against any person for making a report in good faith or providing information in connection with an investigation into an alleged violation.

Confidential Treatment

The reviewing body has an important obligation to maintain the confidentiality of all information they may receive in connection with reviewing ethical complaints. This includes any information provided by victims or witnesses in their investigations and any documents, emails, or notes they may gather. The reviewing body should make each person who is interviewed feel comfortable that the discussion will be held strictly confidential.

This information is extremely sensitive. Its exposure could damage the reputations of the school, the teacher and the student, it could make the situation impossible to resolve fairly, and it could lead to legal liability.

The reviewing body will make sure that the forum where they will be discussing the matter is secure. They will not meet in an environment where someone may overhear what is being discussed. These meetings will not occur in a public place. Restaurants and coffee shops are public places and should not be used for meetings. Discussions will not be held in bathrooms and common areas at the yoga school or studio.

Timeline for Reporting Violations and Complaints

If an individual wants to file a complaint about the possible unethical conduct of a teacher or other person, he or she shall file the complaint within thirty (30) days after learning of the facts which may establish a potential violation. Complaints filed more than thirty (30) days after the violation of the Code of Conduct occurred may be reviewed at the discretion of the reviewing body.

A complaint should not be filed unless the person filing the complaint has:

- i. material and credible evidence that may establish a violation school policy;
- ii. personal knowledge of the facts that form the basis of the complaint.

After the complaint has been filed, all persons with personal knowledge about the complaint are encouraged to assist the review by providing relevant and factual information about the potential policy violations. This will assist the reviewing body in promptly and effectively responding to the complaint.

Due Process and Procedure

We recognise that our reviewing body has an obligation to give a person accused of misconduct a reasonable level of due process. Because the person may lose his or her job and their reputation may be tarnished, the decision-making process must be fair and objective. Due process in this context does not mean that the reviewing body will conduct a mini trial but it will gather all of the relevant facts surrounding the matter and make a fair and objective decision based on the facts. The reviewing body may need to interview the person who reported the situation, the person who perpetrated the misconduct, and any other people who have direct knowledge about the situation. The reviewing body will examine all other credible and objective evidence about the situation.

Dismissal or Acceptance of a Complaint

Upon the receipt of a complaint, the reviewing body will evaluate the complaint to determine if it should be dismissed or reviewed. The reviewing body may dismiss a complaint if it determines that any of the following is true:

- i. the complaint is clearly frivolous or insubstantial;
- ii. the information contained within the complaint is not credible;
- iii. the complaint is not within the scope of school policies;
- iv. the complaint has not been timely filed;
- v. a policy violation would not exist even if the complaint were true;
- vi. no credible evidence could be provided which could support a finding that a policy violation has occurred;
- vii. the complaint is anonymous; or
- viii. the alleged violation has been cured by a good faith effort of the parties involved in the complaint.

In making its determination the reviewing body may obtain and consider information relevant to the matter other than that included within the complaint or provided by the subjects of the complaint.

Within thirty (30) days after the receipt of a complaint, the reviewing body will either dismiss the complaint or accept the complaint for evaluation. After it has made its decision, the reviewing body will advise the person who filed the complaint as to whether it has dismissed or accepted the complaint. If the reviewing body elects to dismiss a complaint, it shall provide the person who submitted the complaint with its reasons for dismissing the complaint.

Rules of Procedure After Acceptance of a Complaint

If the reviewing body decides to accept a complaint and determine if there has been a violation of school policy, the subject of the complaint will be given written notice of the complaint. The notice shall include information sufficient enough to provide the subject with a fair opportunity to respond to the complaint.

The subject of the complaint will have thirty (30) days from receipt of notice to submit a written response to the complaint. The response may contain any information which the subject feels is relevant and responsive to the complaint. The reviewing body may extend the response period for additional periods upon request.

The reviewing body may consider the matters alleged in the complaint, the written responses of the subject of the complaint, and other interested parties, other relevant facts, and ethical and legal principles. The reviewing body may question the parties (and, in its discretion, third parties) and obtain such other information as it shall determine is necessary, relevant and proper. The reviewing body may conduct its own investigation into the complaint in its discretion.

If the subject of the complaint fails to respond to the notice within the thirty (30) day period, it will constitute sufficient grounds for the reviewing body to act on the evidence in hand and impose appropriate sanctions. The reviewing body may extend the response period for additional periods upon request.

Determination of Violation

After its evaluation of all information relating to the complaint, the reviewing body will determine whether a violation of school policy has occurred. If the reviewing body determines that a violation of school policy has occurred, it may impose sanctions.

The reviewing body will give the subject of the complaint written notice as to its decision on the complaint and the imposition of sanctions, if any.

The subject of the complaint may file a written appeal of the sanctions, setting forth all information relevant to the appeal, within ten (10) days of receiving the notice, by sending notice of appeal to the reviewing body. The reviewing body will evaluate the appeal and render a decision on the appeal within seven (7) days. The reviewing body may extend the response period for additional periods upon request. The decision on the appeal shall be final.

Sanctions

We recognise the principle "the punishment must fit the crime." We do not sentence someone to life imprisonment for jaywalking. There must be a sense of fairness and moral proportion in judging these situations. All cases of abuse and misconduct, from inappropriate commentary to physical assault, will be judged objectively and the reviewing body will fashion a sanction that fairly and equitably addresses the situation, and giving due considerations, to all the facts.

In many cases, it may be hard to uncover all of the facts, there may be conflicting facts, there may be conflicts of interest, and there may be circumstances and facts that weigh on both sides of the scales of justice.

However, the reviewing body will use sound and careful judgment in deciding what type of sanctions to impose. There are four options:

1. Do Nothing. The facts do not show that the person committed the policy violation.
2. A Warning. The facts show that the person's actions were minor and that a warning is a fair sanction. The warning could be coupled with counselling.
3. Time Out. The facts show that the person's actions were serious and warrant suspending the person from the studio or community for a decided amount of time. However, the actions were not so serious that they support termination of employment. For example, the person may be

good hearted but made a mistake in judgement. This may weigh toward leniency. The “Time Out” period is usually one year but it may be shorter depending upon the circumstances. During the “time out” the person gets counselling, does spiritual work, contemplates their actions, etc. After the “Time Out” period expires, the person can approach the reviewing body to ask to recommence their teaching activities or allow them to rejoin the community. The reviewing body then will determine as to whether the person has resolved their issues and that it is appropriate for them to return. The reviewing body should consider whether there has been a sincere apology and contrition, appropriate reparation to the injured parties, rehabilitation and heart-felt change before the person may return. This decision will entirely at the discretion of the reviewing body.

4. Dismissal. The facts show that the person’s actions were so serious that they warrant dismissing the person from the studio or community. The person is dismissed, and their employment or independent contractor agreement is terminated.

Refund Policy

Upon acceptance into the program, the applicant must pay a deposit of £500 to hold applicant’s place in the program.

If applicant cancels thirty (30) days or more before the start of the program, the applicant will forfeit 100% of the deposit and the remaining balance will be refunded. If applicant cancels 14-30 days before the start of the program, the applicant will forfeit 100% of the deposit and the remaining balance will be refunded.

The program tuition fees are non-refundable. If a student must withdraw from the program for special circumstances, the program may give a partial refund to the student in the exercise of its discretion.

The program will not give any refunds or credits after the training starts. The program reserves the right to cancel any training before it begins. In that case any payments applicants have made will be refunded in full.

Retaliation Policy

We will not retaliate against any person for having reported or threatened to report harassment, discrimination, retaliation, or violations of our Code of Conduct or policies, or for participating in an investigation into any of the foregoing. Anyone who retaliates against a person will be subjected to disciplinary action, up to and including termination.

We encourage any person — including employees, non-employees, and students — who believe they have been subject to retaliation to inform a supervisor or manager.

We have a zero-tolerance policy for sexual harassment or sexual misconduct. We encourage anyone who has been anyone who is subject to this behaviour to report it to the human resources department or school management. We will do everything possible to ensure that you are not retaliated against by anyone because you have reported misconduct.