

Chudography School of Yoga

Teacher Training Policy Handbook.

Chudography Yoga Teacher Training Policy Handbook

- 3. Admissions Policy
- 6. Entry Requirements Policy
- 9. Payment and Refund Policy
- 13. Attendance and Missed Sessions Policy
- 16. Student Support and Welfare Policy
- 19. Psychological Safety and Learning Environment Policy
- 23. Equality, Diversity and Inclusion Policy
- 27. Code of Conduct Policy
- 30. Professional Boundaries Policy
- 33. Confidentiality Policy
- 36. Health and Safety Policy
- 40. Risk Assessment Policy
- 43. Safeguarding Policy
- 47. Assessment Policy
- 51. Appeals Policy
- 54. Fitness to Practise Policy
- 57. Complaints Policy
- 60. Data Protection Policy
- 63. Photography and Media Consent Policy
- 66. Guest Teacher and Visiting Speaker Policy

All policies will be reviewed annually to ensure it remains appropriate, fair and aligned with the values of Chudography.

Admissions Policy

Purpose

The purpose of this policy is to ensure that all applicants are admitted through a fair, transparent and supportive process. We aim to welcome individuals who are committed to learning, willing to engage with the training, and motivated to develop into confident, authentic yoga teachers.

Chudography Principle

At Chudography, we believe that great teachers are not defined by how flexible they are, how many poses they know, or how long they have been practising yoga. Great teachers are curious, compassionate, open to learning and committed to helping others.

Our role is not to create copies of one teacher, but to support each trainee in discovering their own authentic teaching style. We value individuality, thoughtful communication and a willingness to grow. We believe that learning happens best when people feel safe, respected and encouraged to ask questions without fear of judgement.

Our admissions process reflects these values. We are looking for people who are ready to learn, contribute positively to our community and embrace the journey of becoming the teacher they are meant to be.

1. Who Can Apply

Applications are welcomed from adults aged 18 years and over who have a genuine interest in yoga, movement and personal development.

Applicants should:

- 1.1. Have an established personal yoga practice.
- 1.2. Be open to learning and receiving feedback
- 1.3. Demonstrate a respectful and professional attitude.
- 1.4. Be willing to participate fully in practical, theoretical and group learning activities.
- 1.5. Be committed to completing the course requirements.
- 1.6. Previous teaching experience is not required.

2. Entry Requirements

- 2.1. Applicants will normally be expected to:
- 2.2. Complete an application form.
- 2.3. Attend an informal interview, either in person or online.
- 2.4. Discuss their previous experience of yoga and their reasons for joining the training.
- 2.5. Complete a confidential health questionnaire before the course begins.

- 2.6. Applicants who have not previously practised with Kiran will normally be required to attend one of his public yoga classes as part of the admissions process, ensuring that both the applicant and Chudography are confident the training is the right fit.
- 2.7. Having a medical condition, disability or previous injury does not automatically prevent acceptance onto the course. Where appropriate, reasonable adjustments will be considered to support safe participation.

3. Selection Process

Applications are considered individually. Decisions are based on an applicant's readiness to undertake the training rather than their current level of ability.

During the admissions process we consider:

- 3.1. Commitment to learning.
- 3.2. Willingness to participate.
- 3.3. Ability to work respectfully within a group.
- 3.4. Understanding of the commitment required.
- 3.5. Motivation for becoming a yoga teacher.

- 3.6. We are not looking for the most experienced or flexible person in the room. We are looking for people who are curious, kind, willing to learn and genuinely interested in helping others. Technical skills can be developed throughout the course, but qualities such as openness, integrity and respect form the foundation of becoming an effective teacher.

4. Equal Opportunities

4.1. Chudography is committed to creating an inclusive learning environment where everyone is treated with dignity, fairness and respect.

4.2. Applications are welcomed regardless of age, race, ethnicity, religion, disability, gender identity, sexual orientation or background. Selection is based solely on an applicant's suitability for the training.

5. Course Suitability

5.1. This training is educational rather than therapeutic. While many students experience personal growth throughout the course, the primary purpose of the programme is to develop knowledgeable, safe and confident yoga teachers.³³

5.2. Applicants should feel physically and emotionally able to engage with the practical and theoretical demands of the course and seek appropriate support outside of the training where necessary.

6. Acceptance

Successful applicants will receive confirmation of their place once:

6.1. Their application has been approved.

6.2. Any required interview has been completed.

6.3. The agreed course deposit or payment has been received.

6.4. They have accepted the Terms and Conditions of the training.

7. Deferred Entry

7.1. Requests to defer a place to a future course will be considered on an individual basis and are subject to availability.

Entry Requirements Policy

Purpose

The purpose of this policy is to ensure that all students begin the training with sufficient personal yoga experience to fully engage with the course and develop into safe, confident and authentic teachers.

Chudography Principle

At Chudography, we are not teaching you yoga, we are teaching you how to teach yoga.

The training is designed to build upon an existing personal practice, helping you understand movement, communicate clearly, hold space for others and teach with confidence. The strongest teachers are not simply those who know the most postures, but those who have spent time experiencing yoga for themselves and can teach from genuine understanding.

1. Minimum Entry Requirements

To enrol on the Chudography Yoga Teacher Training, applicants must:

- 1.1. Be at least 18 years of age.
- 1.2. Have a minimum of two years of regular in studio yoga practice.
- 1.3. Demonstrate a genuine commitment to their own learning and development.
- 1.4. Be physically and emotionally able to participate in the practical and theoretical elements of the course.
- 1.5 Complete the admissions process, including the application form and interview.

Previous teaching experience is not required.

2. In Studio Practice Requirement

2.1. Applicants must have completed a minimum of two years of regular, teacher led yoga classes in a studio or face to face environment.

While online classes and home practice can be valuable in supporting a personal yoga journey, they do not provide the same depth of learning required for entry onto this training.

Learning alongside an experienced teacher and practising within a group environment develops skills that cannot be replicated through self-practice alone. These include:

2.2. Receiving verbal and visual teaching cues.

2.3. Experiencing different teaching styles and class structures.

2.4. Understanding how teachers communicate with a group.

2.5. Observing safe adaptations and progressions.

2.6. Learning from the shared experience of practising within a community.

These experiences form an essential foundation for anyone wishing to become an effective yoga teacher.

3. Why We Have This Requirement

This training focuses on the art and skill of teaching.

Rather than spending time learning the fundamentals of yoga practice, we explore how to design meaningful classes, understand movement, communicate clearly, observe students, adapt practices for different abilities and create environments where people feel safe to move and learn.

Students who have developed a consistent in studio practice are better prepared to engage with these learning outcomes and gain the greatest benefit from the course.

4. Exceptional Circumstances

Applications from individuals who do not fully meet these requirements may be considered in exceptional circumstances where substantial equivalent experience can be demonstrated. Acceptance is at the discretion of the Course Director following interview.

Payment and Refund Policy

Purpose

This policy outlines the payment options, refund arrangements and financial responsibilities for students enrolling on the Chudography Yoga Teacher Training. It is designed to provide clarity, fairness and transparency for all students while supporting the smooth delivery of the course.

Chudography Principle

At Chudography, we believe that commitment is an important part of the learning journey. Becoming a yoga teacher requires time, consistency and dedication. Our payment policy reflects this commitment while recognising that life can sometimes be unpredictable. We aim to be clear, fair and approachable, encouraging open communication should any difficulties arise.

1. Course Fees

1.1. The tuition fee for the Chudography Yoga Teacher Training is £2,975.

1.2. Students are also required to obtain Student Membership and Insurance with Yoga Alliance Professionals before the course begins. This is arranged independently by the student and is currently approximately £25, bringing the total investment in the training to approximately £3,000.

1.3. Any future increase in Yoga Alliance Professionals membership fees is outside the control of Chudography and remains the responsibility of the student.

2. Deposit

2.1. A non refundable deposit of £500 is required to secure a place on the course.

2.2. The deposit is deducted from the overall course fee.

2.3. A place on the course is not confirmed until the deposit has been received.

2.4. The deposit is non-refundable unless the course is cancelled by Chudography.

3. Payment Options

Students may choose one of the following payment options.

3.1. Option 1, Pay in Full

3.2. Option 2, Monthly Instalments

3.3 Students may spread the remaining balance over monthly instalments.

$£2,975 - £500 = £2,475$.

$£2,475 \div 10 = £247.50$ monthly payment.

3.4 Students may choose either:

- the 1st of each month, or
- the 15th of each month.

The chosen payment date must remain the same for the duration of the course unless otherwise agreed in writing by Chudography.

4. Payment Deadlines

4.1. All course fees must be received no later than seven days before each training weekend.

4.2. This ensures that all administrative arrangements are complete before teaching begins.

4.3. Students whose payments have not been received by the due date may be unable to attend the training weekend until payment has been made.

5. Late Payments

5.1. If a payment is missed, Chudography will contact the student to discuss the situation.

5.2. If payment is not received within five days of the agreed payment date, a £25 late payment administration fee may be applied.

5.3. Continued failure to make payments may result in suspension from the course until outstanding fees have been paid.

6. Early Bird Offer

6.1. An Early Bird discount may be offered for specific course intakes.

6.2. The discount amount and qualifying date will be advertised at the time applications open and cannot be applied retrospectively.

7. Withdrawal Before the Course Begins

7.1. Students wishing to withdraw before the course starts must notify Chudography in writing.

Refunds will be made as follows:

- 7.2. More than eight weeks before the course begins, all fees paid will be refunded except the £500 deposit.
- 7.3. Between four and eight weeks before the course begins, 50% of any tuition fees paid, excluding the deposit, will be refunded.
- 7.4. Less than four weeks before the course begins, no refund will normally be offered.

8. Withdrawal After the Course Has Started

If a student withdraws after the course has begun:

- 8.1. The non-refundable deposit remains payable.
- 8.2. Tuition fees for all training weekends already attended remain payable.
- 8.3. Attendance is booked by training weekend rather than individual days. Students who choose to leave during a training weekend remain responsible for the full fee for that weekend.
- 8.4. Future unpaid instalments for weekends not yet attended will not normally be charged unless otherwise agreed.
- 8.5. Students paying in full are not entitled to refunds for training weekends already completed.

9. Exceptional Circumstances

9.1. Chudography understands that unexpected life events can occur.

9.2. Students experiencing serious illness, bereavement or other exceptional circumstances are encouraged to contact the Course Director as soon as possible.

9.3. Where appropriate, alternative payment arrangements, deferred study or other reasonable solutions may be considered at the discretion of Chudography. Each situation will be considered individually and there is no automatic entitlement to a refund or deferment.

10. Cancellation by Chudography

10.1. If Chudography is unable to deliver the course, students will receive a full refund of all tuition fees paid, including the deposit.

10.2. Chudography is not responsible for any additional costs incurred by students, including travel, accommodation, loss of earnings or Yoga Alliance Professionals membership fees.

Attendance and Missed Sessions Policy

Purpose

This policy outlines the attendance expectations for all students enrolled on the Chudography Yoga Teacher Training. Regular attendance is essential to ensure students gain the knowledge, practical experience and confidence required to become safe, knowledgeable and authentic yoga teachers.

Chudography Principle

At Chudography, we believe that learning to teach yoga happens through experience, practice and shared learning. Every training weekend builds upon the one before it. While reading, reflection and home study are valuable, they cannot replace practising with others, receiving feedback and learning within a supportive community.

Every trainee contributes to the learning of the group. By sharing ideas, asking questions, observing others and practising together, each person helps create a richer learning experience for everyone. Your attendance benefits not only your own development, but also the development of your fellow trainees.

Attendance is not simply about being present. It is about participating, contributing and growing alongside your fellow trainees.

1. Attendance Expectations

1.1. Students are expected to attend all scheduled training weekends and arrive on time for each session.

1.2. The training has been carefully structured so that knowledge and practical skills develop progressively throughout the course. Missing sessions may affect both your own learning and the learning experience of the group.

Students are expected to:

- 1.3. Attend all scheduled training weekends.
- 1.4. Arrive punctually and remain for the full duration of each training day.
- 1.5. Participate fully in practical, theoretical and group learning activities.
- 1.6. Complete all required home study between training weekends.
- 1.7. Notify the Course Director as soon as possible if illness or exceptional circumstances prevent attendance.

2. Planned Absence

2.1. If you know you will be unable to attend a training weekend, you must notify Chudography as early as possible.

2.2. Advance notice allows us to discuss your options, however it does not guarantee that the missed learning can be fully replicated.

3. Illness or Emergency

3.1. If illness or an emergency prevents attendance, you should contact the Course Director as soon as reasonably possible.

3.2. Where appropriate, supporting evidence may be requested for prolonged absences.

4. Missed Training Sessions

4.1. The course is delivered as a progressive programme. Each training weekend includes practical teaching, movement exploration, observation, discussion, peer teaching and group learning that cannot be fully replicated through written notes or independent study.

Students who miss a training day may be required to complete one or more of the following:

- 4.2. Attend a designated make up session.
- 4.3. Complete additional written or practical coursework.
- 4.4. Observe or teach additional yoga classes.
- 4.5. Undertake further reading and reflective learning.
- 4.6. Complete any additional assessment required by the Course Director.

4.7. Where a make-up session is required, the cost will be charged at the current daily tuition rate for each day of training missed. This fee reflects the additional teaching time, planning and assessment required to ensure the student has successfully met the learning outcomes of the programme.

4.8. Students will be informed of the applicable fee before a make-up session is arranged.

4.9. While every effort will be made to support students in completing missed learning, attendance at the scheduled training weekends remains the best way to achieve the intended learning outcomes.

5. Attendance Requirement for Certification

5.1. Students are expected to attend 100% of the contact hours wherever possible.

5.2. In exceptional circumstances, missed training may be completed through approved make up sessions and additional assessment.

5.3. Where attendance falls below the minimum standard required for certification, Chudography may require the student to attend future training weekends before a certificate can be awarded.

Successful completion of the course requires students to:

5.4. Complete the required contact hours.

5.5. Successfully pass all assessments.

5.6. Complete any agreed make up work.

5.7. Meet the attendance requirements.

5.8. Have paid all outstanding course fees.

6. Responsibilities

Students are responsible for:

6.1. Attending all scheduled training weekends.

6.2. Arriving on time and participating fully.

6.3. Informing Chudography promptly if they are unable to attend.

6.4. Completing any agreed make up work.

6.5. Paying any additional tuition fees associated with missed training days.

7. Chudography is responsible for:

7.1. Providing a safe, supportive and well-structured learning environment.

7.2. Offering reasonable opportunities to complete missed learning where appropriate.

7.3. Clearly communicating any additional learning or assessment requirements.

7.4. Applying this policy fairly and consistently to all students.

Student Support and Welfare Policy

Purpose

The purpose of this policy is to outline the support available to students throughout the Chudography Yoga Teacher Training and to promote a learning environment where every student feels safe, respected and able to succeed.

Chudography recognises that teacher training is both an educational and personal journey. While students are encouraged to develop confidence, self-awareness and resilience, they should never feel that they have to navigate challenges alone.

Chudography Principle

At Chudography, we believe that people learn best when they feel safe enough to be themselves.

Learning something new can feel exciting, challenging and, at times, uncomfortable. Moments of uncertainty are a natural part of growth, and asking for support is viewed as a strength rather than a weakness.

Our role is to provide guidance, encouragement and constructive feedback while helping students develop the confidence to think independently and become authentic teachers in their own right.

We are committed to creating a culture of kindness, curiosity and mutual respect where everyone has the opportunity to learn and contribute.

1. Our Commitment

Chudography is committed to:

- 1.1. Creating a welcoming and inclusive learning environment.
- 1.2. Treating every student with dignity, fairness and respect.
- 1.3. Providing constructive feedback throughout the course.
- 1.4. Encouraging open communication.
- 1.5. Supporting students to reach the required teaching standard.
- 1.6. Promoting wellbeing alongside professional development.
- 1.7. Respecting appropriate professional boundaries.

2. Student Support

Support available throughout the course may include:

- 2.1. Individual progress reviews.
- 2.2. Constructive feedback following teaching practices.
- 2.3. Guidance during practical sessions.
- 2.4. Opportunities to ask questions throughout the course.
- 2.5. Advice on home study and assessments.
- 2.6. Support in developing confidence as a teacher.
- 2.7. Signposting to appropriate external services where additional support may be beneficial.
- 2.8. Students are encouraged to speak with the Course Director if they require additional guidance during the training.

3. Learning Difficulties and Reasonable Adjustments

- 3.1. Chudography welcomes students with a wide range of backgrounds, experiences and learning styles.
- 3.2. Where reasonably possible, adjustments will be considered to support students in accessing the course, provided that these adjustments do not compromise the required professional standards or learning outcomes.
- 3.3. Students are encouraged to discuss any learning needs, disabilities or health conditions during the application process or at any point during the course so that appropriate support can be explored.

4. Health and Wellbeing

- 4.1. Students are encouraged to take responsibility for their own physical, emotional and mental wellbeing throughout the training.

Teacher training can be demanding, and students are encouraged to:

- 4.2. Pace themselves appropriately.
- 4.3. Communicate any concerns that may affect their learning.
- 4.4. Seek support when needed.
- 4.5. Respect their own physical limits during practical sessions.
- 4.6. Take rest when appropriate.
- 4.7. Looking after yourself is an important part of learning to look after others.

5. Professional Boundaries

5.1 While Chudography provides a supportive learning environment, the teacher training is not a counselling, psychotherapy or healthcare service.

5.2. Tutors may offer guidance relating to learning and professional development but are not able to provide ongoing therapeutic support.

5.3. Where appropriate, students may be encouraged to seek support from their GP or another qualified healthcare or mental health professional.

6. Student Responsibilities

Students are expected to:

- 6.1. Engage positively with the learning process.
- 6.2. Communicate any concerns that may affect their participation.
- 6.3. Respect the wellbeing of fellow students.
- 6.4. Accept feedback with openness and professionalism.
- 6.5. Seek support early if they are experiencing difficulties.
- 6.6. Respect appropriate professional boundaries.

7. Concerns About Student Welfare

7.1.If a tutor becomes concerned about a student's wellbeing, they may arrange a private conversation to explore whether additional support or reasonable adjustments may be appropriate.

7.2.Where there are concerns regarding immediate safety, Chudography may take appropriate action in line with the Safeguarding Policy.

8. External Support

Where appropriate, students may be signposted to external organisations or professionals who are better placed to provide specialist advice or support.

Psychological Safety and Learning Environment Policy

Purpose

The purpose of this policy is to create a learning environment where students feel safe to ask questions, make mistakes, share ideas and develop as authentic yoga teachers.

Chudography recognises that meaningful learning requires both challenge and support. This policy sets out the expectations that help create a respectful, inclusive and psychologically safe environment for everyone involved in the training.

Chudography Principle

At Chudography, we believe that people learn best when they feel safe enough to be curious.

Confidence is not built by always getting things right. It is built by being willing to try, reflect, adapt and try again.

A psychologically safe learning environment is one where questions are welcomed, mistakes are viewed as opportunities for growth and every student is treated with dignity and respect.

Our aim is not to create perfect teachers. It is to help people become thoughtful, authentic and adaptable teachers who are confident in their own voice.

1. What Psychological Safety Means

Psychological safety means creating an environment where students can:

- 1.1. Ask questions without fear of judgement.
- 1.2. Share ideas and different perspectives.
- 1.3. Practise teaching before feeling confident.
- 1.4. Receive constructive feedback.
- 1.5. Make mistakes as part of the learning process.
- 1.6. Say "I don't know" or "I'm not sure."
- 1.7. Respectfully challenge ideas while remaining open to learning.
- 1.8. Psychological safety does not mean avoiding challenge or difficult conversations. Instead, it means approaching them with respect, curiosity and kindness.

2. Our Learning Environment

Chudography is committed to creating a learning environment that is:

- 2.1. Inclusive and welcoming.
- 2.2. Respectful of different experiences and backgrounds.
- 2.3. Collaborative rather than competitive.
- 2.4. Curious rather than judgemental.
- 2.5. Supportive while maintaining high professional standards.
- 2.6. Students are encouraged to learn from one another as much as they learn from their tutors.

3. Giving and Receiving Feedback

- 3.1. Constructive feedback is an essential part of becoming an effective teacher.

Feedback will:

- 3.2. Focus on behaviours and teaching skills rather than personal characteristics.
- 3.3. Be honest, respectful and supportive.
- 3.4. Identify strengths as well as areas for development.
- 3.5. Encourage reflection and continued growth.
- 3.6. Students are encouraged to receive feedback with openness and to offer feedback to others respectfully and constructively.

4. Making Mistakes

- 4.1. Mistakes are an expected and valuable part of learning.
- 4.2. Students will never be criticised or embarrassed for making genuine mistakes during practice teaching or learning activities.
- 4.3. Instead, mistakes are viewed as opportunities to develop greater understanding, confidence and professional judgement.

5. Respectful Communication

Everyone involved in the training is expected to:

- 5.1. Listen respectfully when others are speaking.
- 5.2. Value different viewpoints and experiences.
- 5.3. Speak with kindness and professionalism.

- 5.4. Avoid sarcasm, ridicule or dismissive behaviour.
- 5.5. Respect confidentiality where appropriate.
- 5.6. Contribute positively to the learning environment.

6. Participation

- 6.1. Students are encouraged to participate fully in discussions and practical activities.
- 6.2. However, participation should never feel forced.
- 6.3. Students may choose not to share personal experiences and are always free to establish appropriate personal boundaries.
- 6.4 People are invited to bring themselves to the training, but never required to reveal themselves.

7. Supporting Each Other

- 7.1. Every student contributes to the culture of the training.
- 7.2. Students are encouraged to celebrate one another's progress, offer encouragement and contribute to a learning environment where everyone feels welcome and valued.
- 7.3. The strongest learning communities are built through generosity, curiosity and mutual respect.

8. When Psychological Safety Is Compromised

- 8.1. Any behaviour that undermines psychological safety, including bullying, harassment, discrimination, intimidation, humiliation or repeated disrespectful behaviour, will be addressed promptly in accordance with the Code of Conduct and Equality, Diversity and Inclusion policies.
- 8.2. Students are encouraged to raise concerns with the Course Director as early as possible so that they can be resolved respectfully.

9. Responsibilities

Chudography will:

- 9.1. Create a welcoming and inclusive learning environment.
- 9.2. Encourage questions and open discussion.
- 9.3. Model respectful communication.
- 9.4. Provide constructive and balanced feedback.
- 9.5. Address concerns fairly and promptly.
- 9.6. Foster a culture of curiosity, kindness and continuous learning.

Students will:

- 9.7. Treat others with dignity and respect.
- 9.8. Support the learning of fellow students.
- 9.9. Participate with openness and curiosity.
- 9.10. Respect differing opinions and experiences.
- 9.11. Communicate professionally.
- 9.12. Help create an environment where everyone feels safe to learn.

Equality, Diversity and Inclusion Policy

Purpose

The purpose of this policy is to ensure that Chudography Yoga Teacher Training provides a learning environment where every individual is treated with dignity, fairness and respect.

We are committed to creating a community where diversity is valued, individuality is celebrated and everyone has the opportunity to learn, develop and thrive, free from discrimination, harassment or prejudice.

Chudography Principle

At Chudography, we believe yoga should bring people together, not divide them.

Every person arrives with a unique story, shaped by different experiences, cultures, identities and beliefs. These differences are not obstacles to learning, they are part of what enriches our community.

We recognise that the world can sometimes feel divided. Fear, judgement and misunderstanding can make people feel unwelcome or unsafe. Our training aims to be the opposite of that.

We are committed to creating a space where people feel safe to learn, ask questions, make mistakes and grow without fear of discrimination or exclusion.

Kindness, curiosity and respect are not optional extras. They are fundamental expectations of everyone who joins our training.

1. Our Commitment

1.2. Chudography is committed to providing equal opportunities for all students and tutors.

1.3. We do not tolerate discrimination, harassment, bullying or victimisation on the basis of:

1.4. Age.

1.5. Disability.

1.6. Gender or gender reassignment.

1.7. Marriage or civil partnership.

- 1.8. Pregnancy or maternity.
- 1.9. Race, colour, nationality or ethnic origin.
- 1.10. Religion or belief.
- 1.11. Sex.
- 1.12. Sexual orientation.
- 1.14. Socioeconomic background.
- 1.15. Any other characteristic protected by law.

1.16. Every student will be treated fairly and assessed according to the same published standards.

2. Creating an Inclusive Learning Environment

2.1 We recognise that every student learns differently.

2.3 Where reasonably possible, we will make appropriate adjustments to support individual learning needs and encourage students to discuss any additional support they may require.

Throughout the training we aim to:

- 2.4. Use inclusive and respectful language.
- 2.5. Encourage curiosity rather than judgement.
- 2.6. Respect different perspectives and lived experiences.
- 2.7. Create opportunities for everyone to contribute.
- 2.8. Support learning through collaboration rather than competition.
- 2.9. Foster a culture where questions are welcomed and differences are valued.

3. Respect for Others

All students, tutors and guest teachers are expected to:

- 3.1. Treat everyone with dignity and respect.
- 3.2. Listen openly to different viewpoints.
- 3.3. Avoid discriminatory, offensive or intimidating language or behaviour.
- 3.4. Respect personal boundaries and individual identities.
- 3.5. Help create an environment where everyone feels welcome and included.
- 3.6. Respect does not require everyone to share the same opinions or experiences. It does require everyone to communicate with kindness and professionalism.

4. Discrimination, Harassment and Bullying

4.1. Chudography has a zero tolerance approach to discrimination, harassment and bullying.

Examples include, but are not limited to:

- 4.2. Racist, sexist, homophobic, transphobic or ableist language or behaviour.
- 4.3. Bullying or intimidation.
- 4.4. Harassment, whether verbal, physical or online.
- 4.5. Excluding or belittling others because of their identity or background.
- 4.6. Any behaviour that creates an unsafe or hostile learning environment.
- 4.7. Any concerns will be taken seriously and investigated fairly and confidentially.

5. Reporting Concerns

5.1. Students who experience or witness behaviour that conflicts with this policy are encouraged to speak to the Course Director as soon as possible.

5.2. All concerns will be handled respectfully, sensitively and, where possible, confidentially.

5.3. No student will be disadvantaged for raising a genuine concern in good faith.

6. Breaches of This Policy

6.1. Where a breach of this policy is identified, Chudography will seek to resolve the matter fairly and appropriately.

Depending on the nature and seriousness of the behaviour, action may include:

- 6.2. Informal discussion and guidance.
- 6.3. A verbal or written warning.
- 6.4. An agreed improvement plan.
- 6.5. Suspension from the course.
- 6.6. Removal from the course in cases of serious or repeated misconduct.

7. Our Vision

7.2. We do not expect people to arrive knowing everything.

7.3. We do expect everyone to arrive with a willingness to learn, to treat others with respect and to contribute to a community where every person feels valued.

7.4. As future yoga teachers, the way we treat people matters just as much as the way we teach movement. The spaces we create should allow people to feel seen, heard and safe enough to be themselves.

7.5. This is the culture we strive to build at Chudography, and the standard we ask every member of our community to uphold.

Code of Conduct Policy

Purpose

The purpose of this policy is to establish the standards of behaviour expected of all students attending the Chudography Yoga Teacher Training. It aims to create a learning environment that is safe, inclusive, respectful and supportive, allowing every student to learn with confidence and contribute positively to the training community.

Chudography Principle

At Chudography, we believe that the best learning happens when people feel safe enough to ask questions, make mistakes and grow. Every person brings different experiences, perspectives and strengths to the course, and these differences enrich the learning of the whole group.

As future yoga teachers, we have a responsibility to treat ourselves and others with kindness, curiosity and respect. Our conduct should reflect the values we hope to bring into our own classes: professionalism, compassion, integrity and authenticity.

1. Expectations of Students

Students are expected to:

- 1.1 Treat fellow students, tutors, guest teachers and members of the public with kindness, courtesy and respect.
- 1.2. Arrive on time and participate fully in all scheduled learning activities.
- 1.3. Take responsibility for their own learning and engage positively with feedback.
- 1.4. Communicate honestly and respectfully, even when opinions differ.
- 1.5. Respect the privacy and confidentiality of fellow students.
- 1.6. Maintain appropriate professional boundaries at all times.
- 1.7. Follow all course policies and procedures.
- 1.8. Behave in a way that contributes positively to the learning environment.

2. Creating a Positive Learning Environment

- 2.1. Students are expected to help create an environment where everyone feels welcome and supported.

This includes:

- 2.2. Listening respectfully when others are speaking.
- 2.3. Encouraging and supporting fellow trainees.
- 2.4. Respecting different backgrounds, experiences and perspectives.
- 2.5. Being open to learning from others.
- 2.6. Giving constructive feedback respectfully.
- 2.7. Helping to create a culture of collaboration rather than competition.

3. Professional Behaviour

3.1. As trainee yoga teachers, students are expected to demonstrate professional standards throughout the course.

This includes:

- 3.2. Acting with honesty and integrity.
- 3.3. Teaching within the limits of their knowledge and experience.
- 3.4. Respecting the physical and emotional boundaries of others.
- 3.5. Seeking guidance when unsure.
- 3.6. Presenting themselves professionally during teaching practices and assessments.
- 3.7. Using inclusive and respectful language.

4. Mobile Phones and Digital Devices

To support a focused learning environment:

- 4.1. Mobile phones should be switched to silent during training sessions.
- 4.2. Phone use should be limited to breaks unless required for learning activities or emergencies.
- 4.3. Laptops and tablets may be used where appropriate for note taking or course activities.
- 4.4. Being fully present is an important part of the learning experience.

5. Photography, Video and Social Media

- 5.1. Students must respect the privacy of others when taking photographs or recording video during the course.
- 5.2. Images or recordings of fellow students, tutors or teaching sessions must not be shared publicly without the consent of everyone involved.

5.3. Students are expected to represent themselves and Chudography professionally when referring to the course on social media.

6. Unacceptable Behaviour

6.1. The following behaviours are not consistent with the values of Chudography and may result in action being taken:

- 6.2. Bullying, harassment or discrimination.
- 6.3. Aggressive, intimidating or abusive behaviour.
- 6.4. Persistent disruption to teaching sessions.
- 6.5. Dishonesty or plagiarism.
- 6.6. Breaches of confidentiality.
- 6.7. Unsafe teaching practices.
- 6.8. Behaviour that places others at risk.
- 6.9. Failure to follow reasonable instructions from tutors.

7. Breaches of the Code of Conduct

7.1. Where concerns arise, Chudography will normally seek to resolve issues through open discussion and supportive guidance wherever appropriate.

Depending on the seriousness of the concern, action may include:

- 7.2. Informal discussion.
- 7.3. Verbal or written warning.
- 7.4. An agreed improvement plan.
- 7.5. Temporary suspension from training.
- 7.6. Removal from the course in cases of serious or repeated misconduct.
- 7.7. Any action taken will be proportionate, fair and based on the circumstances of the individual case.

8. Student Responsibility

8.1. Every student contributes to the culture of the course.

Students are encouraged to:

- 8.2. Take responsibility for their actions.
- 8.3. Communicate openly and respectfully.
- 8.4. Seek support when needed.
- 8.5. Raise concerns promptly if something affects their learning or wellbeing.
- 8.6. Help create a community where everyone feels safe to learn and develop.

Professional Boundaries Policy

Purpose

The purpose of this policy is to establish clear professional boundaries that promote safety, respect and trust throughout the Chudography Yoga Teacher Training. Maintaining appropriate boundaries supports a positive learning environment and prepares students for their future roles as professional yoga teachers.

Chudography Principle

At Chudography, we believe that people learn best when they feel safe, respected and valued. Professional boundaries are not about creating distance, they are about creating clarity. They help build trust, encourage mutual respect and ensure that everyone can learn within a supportive and professional environment.

As future yoga teachers, developing healthy boundaries is an essential part of creating safe spaces where students feel comfortable, empowered and respected.

We also believe that great teachers empower others rather than create dependence. Our role is not to have all the answers or encourage students to teach exactly as we do. Instead, we aim to help each trainee develop confidence in their own judgement, their own voice and their own teaching style. Healthy professional boundaries encourage independence, self awareness and lifelong learning.

What Are Professional Boundaries?

Professional boundaries are the limits that help define appropriate relationships between teachers and students.

They help ensure that relationships remain professional, ethical and focused on learning. Healthy boundaries protect both the student and the teacher and support an environment where everyone feels safe.

1. Expectations of Students

Students are expected to:

- 1.1. Treat tutors, guest teachers and fellow students with respect at all times.
- 1.2. Maintain appropriate professional relationships throughout the course.
- 1.3. Respect personal, physical and emotional boundaries.
- 1.4. Communicate honestly and respectfully.

- 1.5. Recognise that everyone has different comfort levels and experiences.
- 1.6. Accept feedback professionally and respectfully.
- 1.7. Raise concerns appropriately if they feel uncomfortable or uncertain.

2. Physical Contact

2.1. Physical contact may occasionally be used during practical learning activities, demonstrations or partner work.

2.2. Chudography believes that consent should always come before contact.

Students are expected to:

- 2.3. Always ask for consent before making physical contact.
- 2.4. Respect a person's decision to decline touch without question or judgement.
- 2.5. Understand that consent can be withdrawn at any time.
- 2.5. Offer alternatives where appropriate.
- 2.6. Students will never be expected to give or receive physical adjustments if they are uncomfortable doing so.

3. Confidentiality and Respect

3.1. Throughout the training, students may share personal reflections or learning experiences.

Students are expected to:

- 3.2. Respect the confidentiality of personal information shared within the group.
- 3.3. Avoid discussing another student's experiences outside of the training without their
- 3.4. permission.
- 3.5. Recognise that everyone has different life experiences and perspectives.
- 3.6. Listen without judgement or attempting to "fix" others.

4. Professional Communication

4.1. Students are expected to communicate professionally with tutors and fellow students.

This includes:

- 4.2. Being respectful in person and online.
- 4.3. Using appropriate language.

- 4.4. Raising concerns in a constructive manner.
- 4.5. Respecting appropriate times and methods of communication.

5. Social Media

- 5.1. Students should use discretion when sharing information about the course on social media.
- 5.2. Photographs, videos or personal information relating to tutors or fellow students must not be shared without their explicit consent.
- 5.3. Students should avoid any online behaviour that may damage the reputation of fellow students, tutors or Chudography.

6. Maintaining Professional Standards

- 6.1. Students should always work within the limits of their knowledge, experience and qualifications.

Throughout the course students are expected to:

- 6.2. Avoid presenting themselves as qualified yoga teachers before certification has been awarded.
- 6.3. Avoid offering advice beyond their level of training or competence.
- 6.4. Refer individuals to appropriate professionals where necessary.
- 6.5. Recognise when a situation falls outside the scope of yoga teaching.

7. Concerns About Professional Boundaries

- 7.1. If concerns arise regarding professional boundaries, students are encouraged to discuss them with the Course Director as soon as possible.
- 7.2. Concerns will be handled sensitively, fairly and confidentially wherever possible.
- 7.3. Where appropriate, support, guidance or an action plan may be implemented to help resolve the situation.
- 7.4. Serious or repeated breaches of professional boundaries may result in disciplinary action in accordance with the Code of Conduct and Fitness to Practise policies.

Confidentiality Policy

Purpose

The purpose of this policy is to promote trust, respect and psychological safety within the Chudography Yoga Teacher Training by establishing clear expectations around confidentiality.

Students should feel able to participate in discussions, ask questions and, where they choose, share personal experiences without concern that this information will be discussed outside of the training environment.

Chudography Principle

At Chudography, we believe that people learn best when they feel safe.

Throughout the training we may explore topics such as stress, the nervous system, movement, wellbeing and personal development. These conversations can sometimes lead to personal reflections or experiences being shared.

We recognise that every individual has the right to choose what they share. No student will ever be expected to disclose personal information in order to participate in the course or successfully complete the training.

People are invited to bring themselves to the training, but never required to reveal themselves.

Our role is to create an environment where curiosity is encouraged, boundaries are respected and every student feels safe to participate in a way that feels right for them.

Confidentiality helps create a community where people can learn openly, respectfully and with trust.

1. Our Commitment

1.2. Chudography is committed to treating all personal information shared during the course with care and respect.

1.3. Any personal information disclosed during discussions, reflective exercises or tutorials should remain confidential unless the individual has given permission for it to be shared.

2. Expectations of Students

Students are expected to:

- 2.2. Respect the privacy of fellow students, tutors and guest teachers.
- 2.3. Keep personal stories and experiences shared during the course confidential.
- 2.4. Avoid discussing another person's experiences outside of the training without their explicit permission.
- 2.5. Respect that everyone has different comfort levels regarding personal disclosure.
- 2.6. Listen with empathy and without judgement.
- 2.7. Students are encouraged to share only what feels appropriate and comfortable for them.

3. Professional Learning

- 3.1. The purpose of discussion within the training is to support learning, not to provide therapy or counselling.
- 3.2. Students may choose to use personal experiences to deepen their understanding of the course content, however participation in reflective discussions is always voluntary.
- 3.3. Choosing not to share personal experiences will never disadvantage a student during assessment or progression through the course.

4. Exceptions to Confidentiality

- 4.1. There may be exceptional circumstances where confidentiality cannot be maintained.

These may include situations where:

- 4.2. There is concern that someone may be at immediate risk of serious harm.
- 4.3. Disclosure is required by law.
- 4.4. There is a safeguarding concern involving a child or vulnerable adult.
- 4.5. Where possible, any action taken will be discussed with the individual concerned.

5. Course Materials

- 5.1. Students are expected to respect the intellectual property of Chudography.
- 5.2. Course manuals, teaching resources, presentations and other learning materials are provided for the student's own educational use and must not be copied, shared or reproduced without written permission.

6. Photography and Recording

6.1. Students must not photograph, video record or audio record fellow students, tutors or guest teachers without their prior consent.

6.2. Any approved recordings should be used only for the agreed purpose and in accordance with the Chudography Photography and Media Consent Policy.

7. Concerns

7.1. If a student believes confidentiality has been breached, they should raise the matter with the Course Director as soon as possible.

7.2. Concerns will be handled fairly, respectfully and, wherever possible, confidentially.

8. Breaches of This Policy

8.1. Breaches of confidentiality may undermine trust within the learning community.

Depending on the seriousness of the breach, action may include:

8.2. Informal discussion.

8.3. A verbal or written warning.

8.4. An agreed improvement plan.

8.5. Further action under the Code of Conduct Policy where appropriate.

Health and Safety Policy

Purpose

The purpose of this policy is to provide a safe, healthy and supportive learning environment for all students, tutors, guest teachers and visitors attending the Chudography Yoga Teacher Training.

This policy outlines the shared responsibilities for maintaining physical safety, emotional wellbeing and professional practice throughout the course.

Chudography Principle

At Chudography, we believe that people learn best when they feel safe.

Safety is more than preventing accidents. It is about creating an environment where people feel confident to ask questions, explore movement, learn from mistakes and develop as teachers without fear of judgement.

Everyone attending the training has a shared responsibility to contribute to a safe, respectful and supportive learning environment.

1. Our Commitment

Chudography is committed to:

- 1.1. Providing a learning environment that is safe, clean and suitable for teaching.
- 1.2. Taking reasonable steps to minimise foreseeable risks.
- 1.3. Complying with relevant health and safety legislation.
- 1.4. Reviewing risk assessments where appropriate.
- 1.5. Providing access to first aid equipment.
- 1.6. Responding appropriately to accidents, incidents and near misses.
- 1.7. Promoting a culture of shared responsibility for health and safety.

2. Student Responsibilities

Students are expected to:

- 2.1. Take reasonable care of their own health and safety and that of others.

- 2.2. Follow all health and safety instructions given by tutors.
- 2.3. Practise within the limits of their own ability.
- 2.4. Inform tutors of any injury, illness or medical condition that may affect safe participation.
- 2.5. Wear suitable clothing for practical sessions.
- 2.6. Report any accidents, hazards or unsafe conditions immediately.
- 2.7. Use equipment responsibly and only for its intended purpose.

3. Safe Participation

- 3.1. Students are encouraged to work at a level appropriate to their own body and experience.
- 3.2. There is no expectation that students complete every movement or posture.

Students should:

- 3.3. Respect their own physical limits.
- 3.4. Modify or rest where necessary.
- 3.5. Seek guidance if unsure.
- 3.6. Avoid encouraging others to work beyond their own capabilities.
- 3.7. Learning to teach safely begins with learning to practise safely.

4. Practical Teaching

During practical sessions students are expected to:

- 4.1. Obtain consent before making physical contact.
- 4.2. Respect personal boundaries.
- 4.3. Follow guidance regarding physical adjustments.
- 4.4. Create a safe environment for teaching practice.
- 4.5. Consider the needs and abilities of those they are teaching.

5. Emergency Procedures

At the beginning of the course students will be informed of:

- 5.1. Emergency exits.
- 5.2. Fire evacuation procedures.

- 5.3. Assembly points.
- 5.4. First aid arrangements.
- 5.5. Emergency contact procedures.
- 5.6. Students are expected to follow all instructions given during an emergency.

6. Accidents and Incidents

6.1. All accidents, injuries, near misses and hazardous situations must be reported to the Course Director as soon as possible.

Where appropriate:

- 6.2. An Accident Report Form will be completed.
- 6.3. A Near Miss Report will be completed.
- 6.4. A risk assessment will be reviewed to reduce the likelihood of future incidents.

7. Health Information

7.1. Students are required to complete a confidential health questionnaire before the course begins.

7.2. Students are responsible for informing Chudography of any significant changes to their health that may affect their participation during the programme.

7.3. Health information will be managed in accordance with the Chudography Data Protection Policy.

8. Wellbeing

8.1. The course encourages self-awareness and reflection. Students are encouraged to recognise when they need to rest, seek support or adjust their participation.

8.2. While personal growth often occurs throughout the programme, the training is educational rather than therapeutic.

8.3. Students are encouraged to access appropriate healthcare or professional support where needed.

9. Alcohol, Drugs and Smoking

9.1. Students must not attend training under the influence of alcohol or non prescribed drugs that may impair their ability to participate safely.

9.2. Any prescribed medication that may affect safe participation should be disclosed where appropriate.

9.3. Smoking and vaping should only take place in designated areas during scheduled breaks.

Risk Assessment Policy

Purpose

The purpose of this policy is to ensure that potential risks associated with the Chudography Yoga Teacher Training are identified, assessed and managed appropriately to create a safe learning environment for students, tutors, guest teachers and visitors.

The policy also introduces students to the importance of risk assessment as an essential professional responsibility when planning and delivering yoga classes.

Chudography Principle

At Chudography, we believe that safety begins with awareness.

A good yoga teacher is continually observing, adapting and making thoughtful decisions based on the people in front of them. Risk assessment is not simply a document completed before a class, it is an ongoing process of noticing, responding and creating an environment where people can move safely and confidently.

Developing this awareness is a fundamental part of becoming a responsible and professional yoga teacher.

1. Our Commitment

Chudography is committed to:

- 1.2. Providing a safe environment for learning.
- 1.3. Identifying and reducing foreseeable risks wherever reasonably possible.
- 1.4. Reviewing risk assessments regularly and whenever circumstances change.
- 1.5. Promoting a culture where safety is everyone's responsibility.
- 1.6. Encouraging students to report hazards, accidents and near misses.

2. Risk Assessments During the Training

Risk assessments will be completed where appropriate for:

- 2.1. Training venues.
- 2.3. Practical teaching sessions.

- 2.4. Equipment used during the course.
- 2.5. Workshops or external learning activities.
- 2.6. Any activity where additional risks have been identified.
- 2.7. Risk assessments will be reviewed whenever there is a significant change in venue, activity or circumstances.

3. Student Responsibilities

Students are expected to:

- 3.1. Take reasonable care of their own safety and that of others.
- 3.2. Follow health and safety guidance.
- 3.3. Report hazards or unsafe conditions immediately.
- 3.4. Use equipment responsibly.
- 3.5. Work within the limits of their own knowledge and competence.
- 3.6. Consider potential risks during teaching practices.

4. Learning to Assess Risk

4.1. Throughout the course, students will be introduced to practical risk assessment as part of becoming safe yoga teachers.

This includes considering:

- 4.2. The suitability of the practice space.
- 4.3. The needs and abilities of participants.
- 4.4. Environmental hazards.
- 4.5. Safe use of equipment and props.
- 4.6. Appropriate class planning and progression.
- 4.7. Individual modifications and adaptations.
- 4.8. Emergency procedures.
- 4.9. Students will be encouraged to develop the habit of continually observing and adapting their teaching to reduce unnecessary risk.

5. Dynamic Risk Assessment

- 5.1. Students will learn that risk assessment does not end when a class begins.
- 5.2. Effective teachers continually observe their students, recognise changing circumstances and adapt their teaching where necessary to maintain a safe learning environment.

5.3. This process of ongoing observation and decision making is known as dynamic risk assessment and forms an important part of the Chudography Teaching Framework.

5.4. Rather than asking, "Can my students do this posture?", we encourage future teachers to ask, "Is this the most appropriate choice for the people in front of me today?"

5.5. Good risk assessment is not about removing challenge. It is about making thoughtful decisions that support safe, meaningful and inclusive movement. This requires observation, communication and the confidence to adapt when needed. Developing these skills is an essential part of becoming an effective yoga teacher.

6. Reporting Hazards

Students should immediately report:

6.1. Unsafe equipment.

6.2. Hazards within the venue.

6.3. Accidents or injuries.

6.4. Near misses.

6.5. Any situation that could place someone at unnecessary risk.

6.6. Where appropriate, an Accident Report Form or Near Miss Report will be completed.

Safeguarding Policy

Purpose

The purpose of this policy is to promote the safety and wellbeing of everyone involved in the Chudography Yoga Teacher Training. It sets out our commitment to safeguarding adults at risk, children and young people, and provides guidance on recognising, responding to and reporting safeguarding concerns.

Chudography is committed to creating a learning environment where every student feels safe, respected and supported.

Chudography Principle

At Chudography, we believe that creating safety is at the heart of meaningful learning.

People learn best when they feel physically safe, emotionally respected and free from fear, intimidation or discrimination. Safeguarding is more than responding to serious concerns—it is about creating a culture of awareness, respect and responsibility where the wellbeing of every individual is valued.

While we cannot remove every difficulty someone may experience in life, we can create an environment where concerns are taken seriously, people are listened to with compassion and appropriate action is taken when someone's safety may be at risk.

1. Our Commitment

Chudography is committed to:

- 1.1. Promoting the welfare of all students, tutors, guest teachers and visitors.
- 1.2. Providing a learning environment that is safe, inclusive and respectful.
- 1.3. Taking all safeguarding concerns seriously.
- 1.4. Responding appropriately to disclosures or concerns.
- 1.5. Maintaining appropriate professional boundaries.
- 1.6. Complying with relevant safeguarding legislation and guidance.

2. Scope

This policy applies to:

- 2.1. Students.
- 2.2. Tutors.
- 2.3. Guest teachers.
- 2.4. Volunteers.
- 2.5. Visitors attending the training.
- 2.6. It also applies to any Chudography activities associated with the teacher training, including workshops, online sessions, retreats and external learning events.

3. Recognising Safeguarding Concerns

A safeguarding concern may include situations where someone appears to be:

- 3.1. Experiencing physical, emotional, psychological, sexual or financial abuse.
- 3.2. Neglected or at risk of neglect.
- 3.3. Subject to coercive or controlling behaviour.
- 3.4. At risk of exploitation.
- 3.5. At immediate risk of harm.
- 3.6. Unable to protect themselves due to illness, disability or other vulnerabilities.
- 3.7. Students are not expected to investigate concerns or determine whether abuse has occurred.

4. Responding to a Disclosure

If someone shares information that raises a safeguarding concern:

- 4.1. Remain calm and listen without judgement.
- 4.2. Allow the person to speak in their own words.
- 4.3. Do not promise complete confidentiality.
- 4.4. Explain that information may need to be shared if someone is at risk of harm.
- 4.5. Record the information as accurately as possible.
- 4.6. Report the concern to the Course Director as soon as reasonably possible.
- 4.7. The role of Chudography is not to investigate safeguarding concerns but to respond appropriately and seek advice or report concerns where necessary.

5. Confidentiality

5.1. Information relating to safeguarding concerns will be handled sensitively and shared only with those who need to know in order to protect an individual or meet legal responsibilities.

5.2. Where there is concern that someone may be at risk of significant harm, confidentiality cannot be guaranteed.

6. Immediate Risk

6.1. If someone is believed to be in immediate danger, emergency services should be contacted without delay.

6.2. The safety of the individual will always take priority.

7. Professional Boundaries

7.1. Tutors and students are expected to maintain appropriate professional boundaries at all times.

7.2. Any concerns relating to inappropriate behaviour, harassment, abuse of trust or exploitation should be reported immediately.

8. Record Keeping

8.1. Any safeguarding concerns or disclosures will be recorded factually, dated and stored securely in accordance with the Chudography Data Protection Policy.

8.2. Only information necessary to protect an individual or fulfil legal responsibilities will be recorded.

9. Responsibilities

Chudography will:

- 9.1. Foster a culture where safety and respect are prioritised.
- 9.2. Respond appropriately to safeguarding concerns.
- 9.3. Keep accurate and confidential records.
- 9.4. Seek guidance from relevant agencies where appropriate.
- 9.5. Review safeguarding practices regularly.

Students will:

- 9.6. Treat others with respect and dignity.

- 9.7. Raise safeguarding concerns promptly.
- 9.8. Maintain appropriate professional boundaries.
- 9.9. Respect confidentiality while understanding that safety takes priority where someone is at risk.

Chudography Yoga Teacher Training

Assessment Policy

Purpose

The purpose of this policy is to ensure that assessment is fair, transparent and supportive while maintaining the high standards expected of Chudography Yoga Teacher Training graduates.

Assessment is designed to support learning throughout the course, helping students develop into safe, knowledgeable and authentic yoga teachers.

Chudography Principle

At Chudography, assessment is not about catching people out or judging perfection. It is about recognising growth, encouraging reflection and helping each trainee become the best teacher they can be.

We believe confidence develops through practice, constructive feedback and consistent support. Assessment is therefore an ongoing process throughout the course rather than a single final event.

1. Assessment Philosophy

1.1. Students will be assessed continuously throughout the programme.

1.2. Rather than relying solely on a final practical assessment, students will receive regular feedback across all aspects of the training to support their development and identify any areas requiring further attention.

1.3. The final assessment is intended to confirm the skills that have been developed throughout the course, rather than introduce new expectations.

2. The Chudography Teaching Framework

2.1. Assessment throughout the programme is based on the Chudography Teaching Framework.

2.2. Students will receive a copy of the framework at the beginning of the course and it will be used consistently throughout the training, including observations, teaching practices, peer feedback, tutorials and the final assessment.

2.3. This allows students to understand the assessment criteria from the outset and monitor their own progress throughout the programme.

3. Ongoing Assessment

Assessment may include:

- 3.1. Practical teaching observations.
- 3.2. Teaching practices during training weekends.
- 3.3. Peer teaching.
- 3.4. Tutor observation and feedback.
- 3.5. Self-reflection.
- 3.6. Written and reflective coursework.
- 3.7. Home study tasks.
- 3.8. Participation during training weekends.
- 3.9. The final practical assessment.

3.10. Students are encouraged to view feedback as an opportunity for learning and professional development.

4. Individual Progress Reviews

4.1. Every student will take part in a 30 minute individual progress review every three months.

4.2. These reviews may take place either in person or via video call.

The purpose of these meetings is to:

- 4.3. Review progress against the Chudography Teaching Framework.
- 4.4. Celebrate strengths and achievements.
- 4.5. Identify any areas requiring further development.
- 4.6. Discuss confidence, wellbeing and learning needs.
- 4.7. Agree clear goals before the next stage of the course.
- 4.8. These meetings are intended to provide personalised support and ensure students always understand how they are progressing.

5. Students Requiring Additional Support

- 5.1. If a student is not currently meeting the expected standard, this will be discussed as early as possible.
- 5.2. Students will never reach the final assessment without having previously received feedback regarding any significant concerns.
- 5.3. Where additional support is needed, an individual action plan will be agreed. This may include:
 - 5.4. Additional teaching practice.
 - 5.5. Observation of further yoga classes.
 - 5.6. Further reading or coursework.
 - 5.7. One to one mentoring.
 - 5.8. Additional practical teaching opportunities.
 - 5.9. Targeted feedback and reflection.
 - 5.10. The aim is to provide every student with a fair opportunity to develop before the end of the course.

6. Final Assessment

- 6.1. The final assessment will evaluate the student's ability to teach safely, confidently and professionally using the Chudography Teaching Framework.
- 6.2. Students must demonstrate that they meet the required standard across the assessment criteria in order to successfully complete the course.

7. Reassessment

- 7.1. Students who do not meet the required standard at the final assessment will receive detailed feedback identifying the areas requiring further development.
- 7.2. An agreed action plan will be provided together with a reasonable period of time to complete any further preparation before reassessment.
- 7.3. Students are entitled to one reassessment opportunity.
- 7.4. If the required standard is still not achieved following reassessment, certification will not be awarded.
- 7.5. At the discretion of Chudography, the student may be offered guidance regarding further development, additional training or future reassessment opportunities.

8. Certification

Certificates will only be awarded once students have:

- 8.1. Successfully met the required standard within the Chudography Teaching Framework.
- 8.2. Completed all required assessments.
- 8.3. Met the attendance requirements.
- 8.4. Completed any required make up work.
- 8.5. Paid all outstanding course fees.

Appeals Policy

Purpose

The purpose of this policy is to provide students with a fair, transparent and supportive process for appealing assessment decisions where they believe the assessment process has not been carried out fairly or in accordance with the Chudography Yoga Teacher Training policies.

This policy aims to ensure that all appeals are considered consistently, respectfully and without prejudice.

Chudography Principle

At Chudography, we believe that fairness, honesty and open communication are essential to creating a safe learning environment.

We encourage students to ask questions, seek feedback and raise concerns throughout the course. Our aim is always to resolve issues through constructive conversation wherever possible. An appeal is not viewed as a challenge to the relationship between student and tutor, but as an opportunity to ensure that every student has been treated fairly.

1. Grounds for Appeal

Students may submit an appeal if they believe:

- 1.1. The published assessment procedures were not followed.
- 1.2. Relevant evidence was not taken into consideration.
- 1.3. An administrative error affected the assessment outcome.
- 1.4. There was evidence of unfair or inconsistent application of the assessment process.
- 1.5. An appeal cannot be made simply because a student disagrees with the professional judgement of the assessor or is disappointed with the outcome.

2. Informal Resolution

2.1. Students are encouraged to discuss any concerns with the Course Director before submitting a formal appeal.

2.3. Many concerns can be resolved through clarification, feedback or further discussion.

3. Formal Appeal

3.1. If the matter cannot be resolved informally, a written appeal should be submitted within 14 calendar days of receiving the assessment outcome.

The appeal should include:

- 3.2. The assessment decision being appealed.
- 3.3. The reason for the appeal.
- 3.4. Any supporting information or evidence.
- 3.5. The outcome the student is seeking.
- 3.6. Appeals should be submitted in writing to the Course Director.

4. Appeal Review

Upon receiving a formal appeal:

- 4.1. The appeal will be acknowledged within five working days.
- 4.2. All relevant assessment records and supporting evidence will be reviewed.
- 4.3. Where appropriate, further information may be requested from the student.
- 4.4. The appeal will be considered objectively against the published assessment criteria and the Chudography Teaching Framework.
- 4.5. Where possible, the outcome of the appeal will be provided within 20 working days.

5. Possible Outcomes

Following the review, Chudography may:

- 5.1. Confirm the original assessment decision.
- 5.2. Recommend a reassessment.
- 5.3. Amend the assessment outcome if an error is identified.
- 5.4. Recommend additional assessment where appropriate.
- 5.5. The student will receive a written explanation of the decision.

6. Reassessment

- 6.1. Where an appeal results in a reassessment, the reassessment will be conducted using the same published assessment criteria and the Chudography Teaching Framework.
- 6.2. The reassessment decision will be final.

7. Commitment to Fairness

7.2. Students will not be disadvantaged or treated differently because they have raised an appeal in good faith.

7.3. All appeals will be handled confidentially and with respect for everyone involved.

8. Record Keeping

8.1. A written record of all appeals, supporting documentation and outcomes will be maintained by Chudography in accordance with its Data Protection Policy.

Fitness to Practise Policy

Purpose

The purpose of this policy is to ensure that all students are able to practise, learn and teach safely throughout the Chudography Yoga Teacher Training.

The policy supports both the wellbeing of individual students and the safety of fellow trainees, tutors and future students by setting clear expectations for professional behaviour, participation and readiness to teach.

Chudography Principle

At Chudography, we believe that becoming a yoga teacher is about far more than demonstrating movement. It is about developing the knowledge, awareness, professionalism and communication skills needed to create safe and meaningful experiences for others.

Fitness to practise is not about being perfect. It is about recognising your responsibilities as a teacher, understanding your own limits and demonstrating a willingness to learn, reflect and act professionally.

1. What Fitness to Practise Means

1.2. Students are expected to demonstrate that they are able to participate in the training and, ultimately, teach yoga in a way that is safe, respectful and professional.

Fitness to practise includes the ability to:

- 1.3. Teach safely and within the limits of your knowledge and experience.
- 1.4. Communicate clearly and respectfully.
- 1.5. Demonstrate professional behaviour.
- 1.6. Receive and apply feedback constructively.
- 1.7. Work respectfully with fellow students and tutors.
- 1.8. Maintain appropriate professional boundaries.
- 1.9. Recognise your own limitations and seek support when required.
- 1.10. Meet the standards outlined within the Chudography Teaching Framework.

2. Health and Wellbeing

- 2.1. Students are responsible for informing Chudography of any health condition, injury or circumstance that may affect their ability to participate safely in the course.
- 2.2. Having a physical injury, disability, medical condition or mental health condition does not automatically prevent participation.
- 2.3. Where possible, reasonable adjustments will be considered to support learning while maintaining the safety of everyone involved.
- 2.4. Students are encouraged to seek appropriate medical advice where necessary and to take responsibility for managing their own health throughout the programme.

3. Professional Behaviour

- 3.1. Students are expected to behave in a manner that reflects the responsibilities of a future yoga teacher.

This includes:

- 3.2. Treating everyone with kindness, dignity and respect.
- 3.3. Maintaining confidentiality where appropriate.
- 3.4. Acting honestly and with integrity.
- 3.5. Following course policies and procedures.
- 3.6. Respecting professional boundaries.
- 3.7. Creating an inclusive and welcoming learning environment.
- 3.8. Using feedback as an opportunity for growth and development.

4. Concerns About Fitness to Practise

- 4.1 Concerns may arise where a student's behaviour, health or professional conduct raises questions about their ability to participate safely or teach responsibly.

Examples may include:

- 4.2. Persistent unsafe teaching practices.
- 4.3. Repeated failure to follow safety guidance.
- 4.4. Behaviour that places themselves or others at risk.
- 4.5. Serious breaches of professional conduct.
- 4.6. Behaviour that significantly disrupts the learning environment.
- 4.7. Failure to engage with agreed support or improvement plans.
- 4.8. Each situation will be considered individually and with sensitivity.

5. Support Process

5.1. Where concerns arise, Chudography will seek to support the student wherever possible.

Support may include:

- 5.1. A confidential discussion with the Course Director.
- 5.2. An agreed action plan.
- 5.3. Additional mentoring or supervision.
- 5.4. Further teaching practice.
- 5.5. Temporary adjustments to learning activities.
- 5.6. Referral to other appropriate sources of support where relevant.
- 5.7. Students will be kept informed throughout the process and given opportunities to respond to any concerns.

6. Outcomes

6.1. Where concerns cannot be resolved through support and development, Chudography may:

- 6.2. Require additional assessment.
- 6.3. Delay the final assessment until the required standard has been achieved.
- 6.4. Require further training before certification.
- 6.5. Determine that the student is not currently fit to practise and withhold certification until the required standards have been met.
- 6.6. Any decision will be based on the safety of future students, professional standards and the assessment criteria within the Chudography Teaching Framework.

7. Appeals

7.1. Students have the right to appeal decisions made under this policy in accordance with the Chudography Appeals Policy.

Complaints Policy

Purpose

The purpose of this policy is to provide a fair, transparent and supportive process for raising and resolving complaints relating to the Chudography Yoga Teacher Training.

Chudography is committed to creating a learning environment where concerns are listened to, addressed respectfully and viewed as opportunities to improve the quality of the training and the experience of everyone involved.

Chudography Principle

At Chudography, we believe that open and honest communication builds stronger relationships and a healthier learning community.

We understand that concerns or misunderstandings can sometimes arise. Raising a concern is not seen as creating conflict, but as an opportunity to learn, improve and find a constructive way forward.

Every student has the right to be listened to with fairness, dignity and respect, and every concern will be considered carefully and without prejudice.

1. What Is a Complaint?

1.2. A complaint is an expression of dissatisfaction relating to any aspect of the training programme, including but not limited to:

1.3. The delivery or organisation of the course.

1.4. The learning environment.

1.5. Tutor or student conduct.

1.6. Course facilities or resources.

1.7. Assessment procedures.

1.8. Application of course policies.

1.9. This policy should not be used to challenge an assessment decision. Assessment decisions should be addressed through the Chudography Appeals Policy.

2. Informal Resolution

2.1. Where possible, students are encouraged to raise concerns as soon as they arise by speaking directly with the Course Director.

2.2. Many concerns can be resolved quickly through open conversation, clarification or agreement without the need for a formal complaint.

2.3. Students will never be disadvantaged for raising a genuine concern respectfully and in good faith.

3. Formal Complaint

3.1. If the matter cannot be resolved informally, a formal complaint should be submitted in writing within 14 calendar days of the event or issue giving rise to the complaint.

The complaint should include:

3.2. A clear description of the concern.

3.3. Any relevant dates or details.

3.4. Any supporting information.

3.5. The outcome the student is hoping to achieve.

4. Investigation

Upon receiving a formal complaint:

4.1. The complaint will be acknowledged within five working days.

4.2. The matter will be investigated fairly and objectively.

4.3. Relevant information may be gathered from those involved.

4.4. All parties will be given the opportunity to provide their account where appropriate.

4.5. Every effort will be made to maintain confidentiality throughout the process.

5. Outcome

5.1. Where possible, a written outcome will be provided within 20 working days.

The response may include:

5.2. An explanation of the findings.

5.3. Any action taken.

5.4. Recommendations for resolving the matter.

5.5. Any changes to practice or procedure where appropriate.

5.6. If additional time is required due to the complexity of the complaint, the student will be informed of the revised timescale.

6. Respectful Conduct During the Process

6.1. All parties involved in a complaint are expected to communicate respectfully throughout the process.

6.2. Aggressive, abusive or threatening behaviour will not be tolerated and may be addressed under the Code of Conduct Policy.

7. Confidentiality

7.1. Complaints will be handled as confidentially as reasonably possible.

7.2. Information will only be shared with those directly involved in investigating or resolving the complaint, unless disclosure is required by law.

8. Continuous Improvement

8.1. Chudography values feedback as an opportunity for learning and development.

8.2. Where appropriate, complaints may lead to improvements in course content, policies, procedures or student support to enhance the experience of future cohorts.

Data Protection Policy

Purpose

The purpose of this policy is to explain how Chudography collects, stores, uses and protects personal information relating to students, applicants, tutors and guest teachers in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Chudography is committed to handling all personal information responsibly, securely and with respect for individual privacy.

Chudography Principle

At Chudography, we believe that trust is built through respect.

Students share personal information with us so that we can provide a safe, supportive and well organised learning experience. We recognise that this information belongs to the individual and should always be treated with care, confidentiality and integrity.

Our commitment is not simply to meet our legal responsibilities, but to protect the trust that students place in us throughout their learning journey.

1. Information We Collect

During the application and training process, Chudography may collect information including:

- 1.1. Contact details.
- 1.2. Emergency contact information.
- 1.3. Health questionnaire information relevant to participation.
- 1.4. Course applications.
- 1.5. Attendance records.
- 1.6. Assessment records.
- 1.7. Progress review notes.
- 1.8. Payment information.
- 1.9. Correspondence relating to the course.
- 1.10. Photography or media consent preferences.
- 1.11. Only information that is relevant to the administration and delivery of the course will be collected.

2. How Information Is Used

Personal information may be used to:

- 2.1. Process course applications.

- 2.2. Communicate with students.
- 2.3. Deliver and administer the training programme.
- 3.4. Monitor attendance and progression.
- 2.5. Conduct assessments and maintain certification records.
- 2.6. Respond to emergencies where appropriate.
- 2.7. Meet legal or regulatory obligations.
- 2.8. Personal information will never be sold or shared for marketing purposes without the individual's consent.

3. Storage and Security

- 3.1. Chudography takes reasonable steps to protect personal information from loss, unauthorised access or misuse.
- 3.2. Information may be stored securely in paper or electronic format.
- 3.3. Access will be limited to those who require the information for legitimate course administration or delivery.

4. Sharing Information

Personal information will only be shared where:

- 4.1. The individual has given their consent.
- 4.2. It is necessary for the administration of the training.
- 4.3. Disclosure is required by law.
- 4.4. There is a safeguarding or serious safety concern.
- 4.5. Where information needs to be shared, only the minimum necessary information will be disclosed.

5. Student Rights

Students have the right to:

- 5.1. Request access to the personal information held about them.
- 5.2. Request correction of inaccurate information.
- 5.3. Request deletion of information where legally appropriate.
- 5.4. Withdraw consent where consent is the legal basis for processing.
- 5.5. Raise concerns regarding how their information is handled.
- 5.6. Requests should be made in writing to the Course Director.

6. Retention of Records

6.1. Student records will only be retained for as long as necessary to fulfil legal, regulatory or administrative requirements.

6.2. When information is no longer required, it will be securely destroyed or permanently deleted.

7. Responsibilities

Chudography is responsible for:

- 7.1. Collecting only information that is necessary.
- 7.2. Keeping records accurate and up to date.
- 7.3. Protecting personal information appropriately.
- 7.4. Respecting the privacy of students.
- 7.5. Complying with UK data protection legislation.

Students are responsible for:

- 7.6. Providing accurate information.
- 7.7. Informing Chudography of any significant changes to their personal details.
- 7.8. Respecting the confidentiality and privacy of information relating to fellow students.

8. Data Breaches

8.1. Any suspected data breach should be reported to the Course Director immediately.

8.2. Where appropriate, Chudography will investigate the incident and take any action required under UK GDPR, including notifying the Information Commissioner's Office (ICO) where legally required.

Photography and Media Consent Policy

Purpose

The purpose of this policy is to explain how photographs, videos and other media may be created and used during the Chudography Yoga Teacher Training. It ensures that all students understand their rights and that images are captured and shared respectfully, ethically and with informed consent.

Chudography Principle

At Chudography, we believe that consent is an ongoing conversation, not a one time decision.

Photographs and videos can celebrate learning, capture memorable moments and help future students understand what our training is like. However, no image is more important than a person's right to privacy, dignity and choice.

Every student has the right to decide how they are represented and whether they wish to appear in any promotional or educational material.

1. Consent

1.2. Before the course begins, students will be asked to complete a Photography and Media Consent Form.

Students can choose whether they consent to:

- 1.3. Photography for internal course use.
- 1.4. Photography for promotional purposes.
- 1.5. Video recording for promotional purposes.
- 1.6. Social media content.
- 1.7. Website content.
- 1.8. Printed marketing materials.
- 1.9. Students may give consent for some uses and decline others.
- 1.10. Consent is entirely voluntary.

2. Changing Consent

2.1. Students may withdraw or amend their consent at any time by informing the Course Director in writing.

2.2. Future use of photographs or videos will respect the updated consent preferences.

2.3. Images or videos already published before consent was withdrawn cannot always be removed from printed materials or content already distributed, although every reasonable effort will be made to prevent future use.

3. Photography During the Course

Photographs or videos may occasionally be taken during:

3.1. Practical teaching sessions.

3.2. Group activities.

3.3. Course celebrations.

3.4. Graduation.

3.5. Marketing sessions arranged in advance.

3.6. Students will be informed whenever photography or filming is taking place.

3.7. Where possible, alternative seating or positioning will be offered for students who do not wish to appear in photographs or videos.

4. Photography by Students

4.1. Students are welcome to take photographs for personal memories where appropriate.

However, students must:

4.2. Obtain permission before photographing or filming another person.

4.3. Respect the privacy and consent of others.

4.4. Not publish images or videos of fellow students, tutors or guest teachers without their explicit permission.

4.5. Follow any instructions regarding photography during teaching sessions.

5. Use of Images

Where consent has been given, Chudography may use photographs or videos for:

5.1. The Chudography website.

- 5.2. Social media platforms.
- 5.3. Printed promotional materials.
- 5.4. Course brochures.
- 5.5. Future marketing of the teacher training.
- 5.6. Internal educational resources.

5.7. Images will always be used respectfully and in keeping with the values of Chudography.

6. Course Materials

6.1. Students may not record or distribute teaching sessions, presentations or course materials without prior written permission.

6.2. This protects the intellectual property of Chudography and the privacy of everyone participating in the training.

7. Storage of Media

7.1. Photographs and videos will be stored securely and accessed only by those responsible for administering or promoting the training.

7.2. Media will be retained only for as long as it remains relevant to the purposes for which consent was given.

8. Concerns

8.1. Any concerns regarding photography, filming or the use of images should be raised with the Course Director as soon as possible.

8.2. Concerns will be addressed promptly, respectfully and in accordance with this policy.

Guest Teacher and Visiting Speaker Policy

Purpose

The purpose of this policy is to ensure that all guest teachers and visiting speakers contribute positively to the Chudography Yoga Teacher Training by providing high-quality, relevant and professional learning experiences that support the aims and learning outcomes of the course.

Guest teachers are invited to enrich the training by sharing specialist knowledge, practical experience and diverse perspectives that complement the Chudography curriculum.

Chudography Principle

At Chudography, we believe that great teachers never stop learning.

No single person has all the answers, and one of the greatest strengths of a teacher is their willingness to remain curious and open to different perspectives. By welcoming guest teachers with a range of expertise, we provide students with the opportunity to broaden their understanding while continuing to develop their own authentic teaching philosophy.

Students are encouraged to listen with curiosity, think critically and reflect on how different approaches may influence their own practice. Our goal is not to tell students what to think, but to help them develop the confidence to think for themselves.

1. Selection of Guest Teachers

Guest teachers and visiting speakers will be selected based on their:

- 1.1. Relevant qualifications, knowledge and professional experience.
- 1.2. Ability to contribute meaningfully to the course learning outcomes.
- 1.3. Commitment to safe, ethical and inclusive practice.
- 1.4. Alignment with the values and professional standards of Chudography.
- 1.5. Ability to create an engaging and respectful learning environment.

2. Roles and Responsibilities

Guest teachers are responsible for:

- 2.1. Delivering sessions that support the aims of the teacher training.

- 2.2. Maintaining professional standards at all times.
- 2.3. Respecting the dignity, diversity and wellbeing of all students.
- 2.4. Creating a safe and inclusive learning environment.
- 2.5. Working within the agreed session objectives.
- 2.6. Following relevant Chudography policies while delivering their session.

3. Professional Conduct

Guest teachers are expected to:

- 3.1. Communicate respectfully and professionally.
- 3.2. Encourage questions and discussion.
- 3.3. Welcome different viewpoints.
- 3.4. Respect appropriate professional boundaries.
- 3.5. Avoid discriminatory, intimidating or inappropriate behaviour.
- 3.6. Promote safe practice within their area of expertise.

4. Student Learning

Students are encouraged to engage actively with guest sessions by:

- 4.1. Participating respectfully.
- 4.2. Asking questions.
- 4.3. Reflecting on different perspectives.
- 4.4. Thinking critically about how the learning may influence their own teaching.
- 4.5 Guest teachers may present approaches that differ from those taught elsewhere on the course. Students are encouraged to remain open-minded while recognising that there are often multiple safe and effective ways to support movement and learning.

5. Course Content

5.1. Guest teachers contribute specialist knowledge that complements the Chudography curriculum.

5.2. The inclusion of a guest teacher does not mean that every opinion or teaching approach presented represents the official position of Chudography. Students are encouraged to explore ideas thoughtfully and develop their own informed, evidence-informed and authentic approach to teaching.

6. Quality Assurance

6.1. The Course Director remains responsible for the overall quality and delivery of the teacher training.

6.2. Guest sessions will be planned in advance to ensure they support the course learning outcomes, and student feedback may be used to inform future guest teaching opportunities.

7. Confidentiality and Intellectual Property

7.1. Guest teachers are expected to respect the confidentiality of students and the learning environment.

7.2. Likewise, students should not record, reproduce or distribute guest teaching materials without permission.