

Safeguarding Checklist for Yoga Teachers

When a situation feels unclear, concerning, or outside your usual experience — pause, reflect, and act appropriately.

YOGAPROS

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Compliance & Safety



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◆ INTRODUCTION

This template provides a practical starting point for planning, recording, and reviewing your professional practice. Adapt it to suit your role, teaching environment, students, and any relevant legal, safeguarding, or insurance requirements.

◆ WHEN TO USE THIS

Refer to this safeguarding checklist whenever you are teaching yoga and encounter a situation that feels unclear, concerning, or outside your usual experience. Use it if a student shares something sensitive, you observe worrying behaviour or changes, or you feel unsure how to respond professionally. This guide is designed to help you pause, reflect, and act appropriately to support both your students and your own professional boundaries.

◆ STEP 1

Recognise what is *happening*.

Start by clearly identifying the situation. Ask yourself:

- Has a student shared something personal or sensitive?
- Have I observed behaviour or changes that concern me?
- Has a situation arisen that feels outside my usual teaching context?
- Am I unsure how to respond professionally?

Focus only on what has been seen or heard. Avoid assumptions about meaning or intent.

◆ STEP 2

Stay within your *role*.

Before taking any action, consider your professional boundaries.

- Is this within my role as a yoga teacher?
- Am I being asked to provide advice or support beyond my expertise?
- Would acting on this require specialist training or qualifications I do not have?
- Am I being drawn into solving or investigating the situation?

If the answer is unclear, pause before responding further.

◆ STEP 3

Respond appropriately in the *moment*.

If you are speaking directly with someone:

- Stay calm and present.
- Listen without judgement.
- Avoid asking leading or investigative questions.
- Do not promise confidentiality if concerns are raised.
- Avoid offering advice outside your scope of practice.

Your role is not to resolve the situation, but to respond professionally and appropriately.

◆ STEP 4

Record factual information *(if appropriate)*.

In some situations, it may be appropriate to make a brief factual record. Good notes are:

- Written as soon as possible after the interaction
- Based only on what was said or observed
- Free from interpretation or emotional language
- Clear, concise and objective

Avoid adding assumptions, conclusions or diagnoses. Example:

✓ “The student said they are experiencing difficulties at home”

not

✗ “The student is in danger and needs help”

◆ STEP 5

Consider whether further support is *needed*.

Not every situation requires action beyond your role, but some may require additional input. Consider whether:

- The situation falls outside your expertise.
- The individual may benefit from external support.
- You are unsure how to proceed appropriately.
- There are ongoing or escalating concerns.

If in doubt, it is appropriate to pause and seek guidance from a relevant professional or service.

◆ STEP 6

Signpost rather than *solve*.

Where appropriate, you may direct individuals towards external support. This may include:

- Healthcare professionals
- Mental health services
- Safeguarding or social care services
- Specialist support organisations

Signposting is about awareness of options, not diagnosis or instruction. Avoid telling someone what they “should” do. Instead, keep communication neutral and supportive.

◆ STEP 7

Reflect after the *situation*.

Once the immediate situation has passed, take time to reflect:

- Did I stay within my role?
- Was my response calm and appropriate?
- Was anything unclear or outside my competence?
- Do I need further guidance or training?

Reflection helps build confidence and strengthens professional judgement over time.

◆ KEY PRINCIPLES SUMMARY

If you take nothing *else* from this checklist.

Keep these principles in mind:

-
- ☐ You are not expected to investigate concerns.
-
- ☐ You are not required to solve the situation.
-
- ☐ You are expected to act professionally and within your role.
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- ☐ You should focus on facts, not assumptions.
-

CHECKLIST

- ☐ You should maintain appropriate boundaries.
- ☐ You can seek support when needed.
- ☐ You should signpost, not diagnose or direct

Safeguarding can sometimes feel uncertain, especially in people-focused environments like yoga and wellness teaching. If you find yourself dealing with safeguarding concerns, remember it's normal to feel challenged. Prioritise your wellbeing by seeking support from a mentor, a trusted colleague or a professional service whenever needed.

Maintain strict confidentiality at all times. Share sensitive information only with those who need it to protect the individual at risk, and never discuss concerns outside of appropriate reporting channels.

This checklist is here to help you pause, remain grounded in your professional role, and respond in a calm, proportionate, and appropriate manner.

You aren't expected to have all the answers. What matters most is that you act within your role, respond responsibly, and recognise when to seek further guidance or support.

IMPORTANT

This checklist is provided for general awareness, professional orientation, and reference only. It is an example of points you may wish to consider and is not exhaustive, nor is it a substitute for professional legal, tax, insurance, safeguarding, or other advice specific to your individual circumstances.

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*A Learning Hub resource from the Compliance
& Safety team — helping members teach with
confidence.*

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YogaPros Learning Hub — Compliance & Safety

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