

Breathworks Code of Conduct

Ethical Principles

Our ethical principles reflect our values and provide a framework which guides our activities with others. The values that underpin these principles are

We work with the intention of alleviating suffering.

We care for others with an intention of kindness and compassion.

We value acceptance, integrity and commitment.

We aim to be clear and honest in our communication

We avoid any activities which we feel will compromise these values

In line with these values our working principles are

Caring for others

We expect out teachers to:

- deliver courses to a high standard
- do their best to ensure that the activities taught are used appropriately by participants
- make provision for the comfort, safety and well being of all those attending courses in whatever ways are possible.
- work within the boundaries of their training and expertise. If it becomes clear that the needs of a particular participant fall outside these, then they will be informed and where appropriate an alternative professional service will be suggested. **[Appendix 1]**
- recognise that some of participants on a course may be vulnerable. If an individual is considered at risk in any way the Breathworks guidelines for critical incidents will be followed. **[Appendix 2]**

Encouraging acceptance, integrity and commitment

We expect out teachers to:

- treat others with respect
- respect diversity in all its forms and be open to all who may benefit, regardless of age, race, culture, sexuality, religion or ability
- help participants determine the suitability of the courses to their needs prior to the start, including communicating the cost, content, methods, expectations about home practice and possible outcomes.

Communicating Openly

We expect out teachers to:

- ensure that all forms of communication are clear and honest
- not offer the courses as a replacement to other interventions or dissuade participants from other treatments advised by their health care professionals
- not use any advertising or promoting that is misleading, false, unfair or exaggerated
- respect, protect and preserve the confidentiality of participants using the Breathworks Trainers Confidentiality guidelines. [Appendix 3]

Avoiding Compromising Our Values

We expect out trainers to:

- follow the good practice guidelines for teaching mindfulness courses set out in the Mindfulness UK trainers Network 2010. [Appendix 4]
- ensure they do not work with participants when their ability is impaired by the effects of drugs, alcohol or medication
- not embark on sexual relationships with prospective or current course participants. While a healthy relationship with a former student can be possible, great care and sensitivity are needed. Any intimation of future romantic or sexual relationship between the teacher and student, while the course is still underway, is inappropriate. If interest in a sexual relationship develops between a single teacher and a student once the course has ended,

a minimum time period of three months from the end of the course is recommended, and a clear understanding from both parties that the student/teacher relationship has ended

- make it clear to all parties involved if a potential conflict of interest arises e.g. the Breathworks course should not be used as a sales device for getting candidates for other therapeutic treatments provided by the trainer or their associates
- ensure that their professional work is adequately covered by appropriate insurance – i.e. professional indemnity and public liability.

[Appendix 1] Working within boundaries of training skills and competence

The *Mindfulness for Health* course is for those living with long-term pain and illness.

The *Mindfulness for Stress* course is for those living with the stresses and strains of everyday life.

Breathworks teachers are mindfulness *teachers* - not therapists.

Teachers are advised to take the following steps prior to the course:

- Find out on what basis the prospective course participant is coming – are they self-referral or have they been referred by someone else? In either case, try to make sure that they understand something of the course and the commitment it entails. If a potential participant has been referred, try to make sure that they are also choosing to come on the course themselves
- check that the course is appropriate for potential participants prior to booking (a checklist is available as a guide) either in a taster session, by phone or e-mail and giving a course overview

The courses are not for professional training – we have a separate training programme for health care professionals. They can attend a course at the discretion of the trainer, providing that they understand they will be there as participants and not observers.

The courses have not been designed for those living with a diagnosed mental health condition or an addiction. Teachers shouldn't accept those with mental health conditions or addictions onto their course unless they have the appropriate qualification and experience.

Other Mindfulness Courses run by Breathworks Teachers

Teachers may adapt one of our courses to suit a specific group eg certain mental health conditions or addictions. Such teachers will have a professional qualification and knowledge relevant to the particular group they will be delivering to and experience of teaching, therapeutic or other care provision with this group.

In the absence of such qualification and experience, teachers may run such a course in collaboration with or supported by a professional with the necessary expertise.

Appendix 2: Critical Incident Procedure

Teachers may be dealing with vulnerable people who they may feel to be at risk as the course progresses. We have a procedure to guide the trainer in these circumstances. A trainer will have registration contact details of their participants available during each session. They will also keep an attendance register.

If Someone is taken ill During a Session

- i. ask the participant what help they require and if there is anyone they would like to be contacted
- ii. enlist the help/advice of any registered first aider on the premises
- iii. in the case of an emergency call an ambulance
- iv. inform the emergency contact named on their registration form

If there is a perceived risk of the participant harming themselves or others

On week 1 of the course participants will have been informed that confidentiality will be maintained unless there is concern that someone may harm themselves or another

- i. if someone says they may harm themselves or another, in the first instance the teacher should speak to them, either by phone or face to face. In this conversation they should
 - talk directly about what they have said (eg suicide)
 - if appropriate advise them to contact their relevant health-care professional immediately – and also to be in touch with any local support eg counsellors, community health teams etc
 - ask if there is anyone else they can talk to about their current state (family/friends) and get support
 - if appropriate, ask their permission to phone their GP, or other health care professional. If permission isn't given, but the teacher feels that the situation is critical, they must do so anyway
 - In cases of imminent risk of suicide or self-harm then the trainer should treat this as an emergency.

Keep a written log of details of any conversation held and actions taken

[Appendix3] Confidentiality Guidelines

Teachers will be expected to:

- explain the expectations for confidentiality between course participants (including the teachers and supporters) on week one of the course
- explain to participants the exceptional circumstances where the teacher may need to disclose information to others e.g. if there is felt to be a situation of harm to themselves or others **[See Critical Incident Procedure Document - Appendix 2]**
- treat any written information the teacher has about course participants as private. This should only be accessible to the teacher or people authorised by them
- only discuss course participants (in a way by which they can be identified) with members of their support team
- ask participants' permission where applicable to use any data for research purposes (preferable in writing). Inform participants what the research is about and how their information will be used
- register with the Data Protection Registrar when appropriate for the personal information they store see www.ico.go.uk