



Ethical Standards 2026

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Introduction

The commitment to co-create and adhere to a standard of ethical practice is a defining element of any professional community. These ethics are our commitment to co-create and adhere to a standard of ethical practice in Professional Breathwork. A Breathwork code of ethics strives to create clarity and guidance for ethical practice and decision making for breathworkers and offers the public guidelines for the standards they can expect from breathworkers.

This code of ethics is an overarching ethical compass as well as a set of specific guidelines. We recognise that no ethical standards or guidelines can be exhaustive. Any conduct not specifically addressed by these ethical standards may be considered ethical or unethical in the spirit of best practice and decision making.

We recognise that a code of ethics is a living, breathing system that is constantly evolving. The GPBA code of ethics was first ratified in 2003 by the collaborative effort of twenty-two international breathwork schools and training programs. It was revised by the GPBA Board of Directors in 2007. In 2023, reflecting on the expanding availability of breathwork globally, and acknowledging the evolving complexity of ethics within the breathwork field, the GPBA Ethics Committee began a comprehensive review of our policies. This revised and enhanced set of ethics was ratified in 2026. We welcome feedback and suggestions from our community as we continue to steward this living document.

These ethics are dedicated to Breathwork being accessible for the highest purposes of transformation, healing, growth, equity, and service to the world, in all spheres of life.

All members of the GPBA have signed a pledge to uphold these ethics and follow the GPBA process for addressing ethical concerns when an alleged breach of ethics is reported. It is the role of the GPBA Ethics Committee to respond to concerns raised about Breathwork and breathworkers. This process of exploration, reflection, healing, and learning is guided by the principles of inclusivity, restorative justice and is grounded in the ethics outlined in this document.

Values

The GPBA is dedicated to promoting excellence in somatic, emotional, cognitive, and spiritual healing and transformation through Breathwork. Breathwork can benefit everyone, and we are committed to making it equitable and accessible to all. We advocate comprehensive training, ethics, and a participant centred approach. With each breath we commit to being fully present with all situations including those that are joyful and easy and those that are uncomfortable and challenging, as pathways to learning and professional growth.

We seek to embody the values of love and unconditional positive regard that will support individuals to actualize their full potential; compassion and seeking to understand the suffering of others; developing our skills to respond with loving kindness; study and inner work to engender wisdom and discernment about what is needed for the highest good of all; commitment to truth in thought, speech, and action, with acknowledgement of our own subjective truth as well as acknowledgement, respect, and empathy for the views of other individuals, communities, and cultures. We are committed to the global development of safe, responsible, and ethical practice in the field of professional Breathwork.

Clarification of Terminology

Within this document we refer to:

Participant: Anyone (regardless of level of experience, training or certification) who is engaged in any Breathwork practice under the guidance of a breathworker.
Breathworker: Any student, trainee, intern, facilitator, breathworker, practitioner, teacher, trainer, workshop leader, programme or school that is guiding a participant in any breathwork practice (regardless of their level of experience, training or certification).
Teacher: Any certified Breathworker who is facilitating the education and development of student breathworkers, breathworkers or breathwork practitioners.

1. Scope of Practice

1.1 Breathworkers shall offer instruction and guidance on breathwork practices and principles that responsibly reflect the level of Breathwork education, training, and experience of their participant(s) and/or trainee(s).

1.2 Breathworkers shall provide services and teach with populations and in areas only within the boundaries of their competence and professional experience, based on their training, supervised experience, ongoing mentoring, and consultation.

1.3 Breathworkers planning to provide services or teach populations, areas, techniques, or technologies new to them shall study, undertake relevant education, training, and assessment, and seek supervised experience and consultation.

1.4 Breathworkers should not practice in areas where they do not have appropriate credentials or significant life experience and competence. If a breathworker encounters situations beyond this scope, they must not provide advice or services for which they are not certified. When offering information from their own significant life experience and competence, they must acknowledge that they are not a trained professional in that area. Breathworkers may, at their own discretion, provide referral lists of available resources for participants or students, including but not limited to medical and mental health professionals, law enforcement, suicide prevention hotline, sexual abuse hotline, and The Global Professional Breathwork Alliance.

2. Breathworker Responsibilities

Breathworkers have a responsibility to:

2.1 Embody the values and principles that they teach, practicing kindness, compassion, acceptance, and non-judgement, towards themselves and the other, and acknowledging the wisdom and equity of the participant. This includes engaging in regular Breathwork, reflection, and self-care practices to maintain their physical, mental, emotional, relational, and spiritual health.

2.2 Maintain the integrity of the professional therapeutic alliance. The therapeutic alliance between a breathworker and their participant is a practitioner's sacred professional responsibility and commitment to create and sustain a container for the healing, growth and awakening of the client. Through mutual trust and respect, both parties collaborate to create a supportive environment to explore, understand and achieve the client's needs and goals.

2.3 Act in accordance with the trust placed in them by the participants and peers. Facilitate & foster positive change through working with the participant's breathing. Support participants to transform their experience and take responsibility for their own thoughts, feelings, and actions.

2.4 Provide safe, effective & ethical Breathwork by adhering to the ethical standards outlined in these ethics.

2.5 Respect the autonomy of their participants by clearly explaining any modalities that they may use in addition to Breathwork during a session including but not limited to: touch, movement, sound, affirmations, invocations, coaching, or any additional techniques; Obtaining informed consent prior to any Breathwork session, including any boundaries agreed upon in relation to therapeutic touch; Ensuring that participants are aware of their rights and voluntary participation, including their right to withdraw consent and stop participation at any time.

2.6 Uphold confidentiality and data protection: Maintain strict confidentiality and security regarding disclosures, session content and participant records; Demonstrate careful consideration and navigation of the ethics regarding the decision to publicly share recorded material and obtaining consent for the use of photographs and recordings from sessions for marketing purposes; Understand where legal or ethical obligations may require disclosure of confidential information (e.g. safeguarding concerns) and seek guidance from a supervisor or professional indemnity organisation in such circumstances; Adhere to the Global Data Protection Regulation (GDPR) and other relevant data protection regulations when handling personal data; Ensure any research or data collection is conducted ethically, with proper consent and anonymisation.

2.7 Foster a supportive and non-judgmental space where participants feel respected and included; Deliver care that is respectful, trauma-informed, and free from stereotyping and discrimination based on age, race, ethnicity, nationality, gender, gender identity, sexual orientation, ability, neurodiversity, appearance, religion or socio-economic status, relationship status, political orientation, or any other protected characteristic; Promote diversity, equity, and inclusion, ensuring that their practice is accessible, that they cultivate awareness and responsiveness to systemic oppression that may be present, and that they are culturally sensitive to different backgrounds and lived experiences.

2.8 Maintain their professional competence and integrity by: Adhering to their scope of practice and communicating what services they provide in alignment with their level of training, expertise, and certification; Accurately acknowledging and attributing their breathwork sources and lineage; Avoiding making exaggerated claims about the effects and benefits of breathwork; Being aware of their professional limitations, seeking supervision and referring participants and trainees to appropriate resources or professionals when issues beyond their scope of training arise; Ensuring that they are properly licensed, insured and indemnified for the full scope of their work in the location(s) where they work; Obtaining relevant documentation (Disclosure and Barring Service or equivalent criminal record check) before engaging in work with children and vulnerable adults as defined by the regulations in the country where they work.

2.9 Commit to continuing personal and professional development including: Maintaining regular self-care and personal practices to support their own physical, mental, emotional, relational and spiritual health; Identifying and take responsibility for their own thoughts, feelings and actions; Demonstrating an ongoing commitment to professional, ethical and therapeutic development by engaging in peer support, continued education, reflective practice and supervision, particularly when challenges arise in their practice; Constantly refining their skills and upholding the highest standards by nurturing relationships with other breathworkers, giving and requesting feedback from participants and professional peers, and reporting concerns when they are not resolved.

2.10 Professional communication: Set clear guidelines for communication methods and expected response times with participants, trainees and professional peers; Maintain professional boundaries, respect and honesty in all communication, including the use of social media; Practice openness to hearing what others have to say, being aware of their own emotions and dealing with them responsibly; Practice response, rather than reaction in all professional interactions; Strive for mutual respect, co-empowerment, collaboration and co-creativity in all professional relationships, particularly when addressing challenges.

2.11 Practice self-reflection and ethical awareness: Recognise personal and implicit biases, limitations, and emotional triggers that may impact breathwork sessions with participants, trainees or professional peers; Engage in regular supervision, personal breathwork practice, and professional reflection; Maintain clear personal and professional boundaries with participants, trainees and professional peers being aware of, transparent and sensitive about dual relationships that could create conflicts of interest.

2.12 Contribute to the ethical growth of the Breathwork profession: Represent the breathwork profession with honesty, integrity, and respect; Challenge and report unethical practices, misconduct, or harm within the breathwork community; Support a culture of collaboration, mutual respect, and ethical evolution in the breathwork field; Provide information about complaints processes and openly and respectfully address concerns or complaints that are raised about their practice; Engage with support and mediation to seek resolution of concerns, conflicts or complaints that arise and escalate these according to the [GPBA process for addressing ethical concerns](#) where a satisfactory resolution cannot be achieved for all parties; Never take any adverse action against a complainant, witness or the subject of a complaint, including defamation or retaliation of any kind.

3. Breathworker Rights

Breathworkers have a right to:

3.1 Practice in a safe and ethical professional environment that is free from prejudice, discrimination, harassment, exploitation, or coercion.

3.2 Establish and maintain professional boundaries with participants, trainees, professional peers, teachers and schools including: choosing the clients, techniques, and modalities they work with, in alignment with their training, expertise, and ethical values; and declining/ referring clients, collaborations, or situations that do not align with their professional scope of practice or ethical principles.

3.3 Have personal disclosures, experiences, and session content treated with confidentiality, except where there is a legal or ethical duty to report concerns (e.g. safeguarding risks).

3.4 Be informed of and consent to any data collection practices that involve their personal data, including for research or training purposes.

3.5 Be informed of and consent to being photographed or filmed during their work. The intention for recording and who will have access to it should be made clear at the time that the consent is given. The breathworker has the right to view the recording before providing consent.

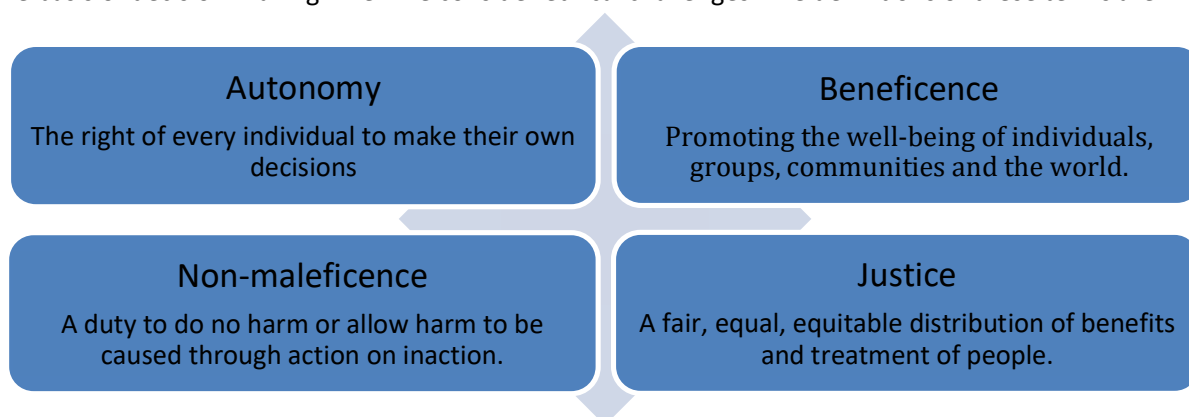
3.6 Fair and transparent compensation: Determine their fees and financial agreements in a way that is sustainable, transparent, and fair; and expect participants, trainees, peers, teachers, schools, and employees to honour agreed-upon financial arrangements.

3.7 Intellectual and creative integrity: To have their original content, workshops, techniques, and teaching materials protected from unauthorised use, copying, appropriation, adaptation or distribution. Breathworkers must refrain from trademarking or claiming ownership of techniques, practices, symbols, names, logos, or other distinctive identifiers with origins from Indigenous or traditional cultures and acknowledge their sources and teachers in words and in writing, resources and curriculum.

3.8 A clear and transparent complaints and dispute resolution process: Access to a transparent and fair process for support and mediation to address concerns, complaints or disputes with participants, trainees, professional peers, teachers, and schools.

4. Do No Harm

Autonomy, beneficence, non-maleficence, and justice are the four pillars of ethics. These principles form the basis of decision-making when we consider ethical challenges. The definitions of these terms are:



Breathworkers must take reasonable steps to avoid consciously or subconsciously causing harm through any action or inaction to participants, students, trainees/interns, facilitators, breathworkers, practitioners, teachers/trainers, workshops, programmes, schools, employees, or members of the public.

4.1 Ensure Physical Safety

To ensure physical safety, Breathworkers must:

4.1.1 Create safe, professional, and optimising physical environments for breathwork practices, with consideration for adequate privacy, security, accessibility, ventilation, space, hygiene, and appropriate temperature, lighting, hearing loops, ramps, and lifts.

4.1.2 Inform all breathwork participants about health conditions that might be impacted by Breathwork and provide opportunities to disclose health conditions to their breathworker. While Breathwork can be beneficial for everyone, adjustments may be required for some health conditions. These include but are not limited to, cardiovascular conditions, respiratory issues, epilepsy, psychosis, schizophrenia, bipolar disorder, complex trauma, recent surgeries, neurological conditions, or other physical or mental health conditions.

4.1.3 Adjust their practice according to the information disclosed by participants, including potentially referring to a breathworker with more experience relevant to the participant's needs. Including but not limited to medical expertise, cultural competence, disability, neurodiversity, pregnancy & childbirth.

4.1.4 Honor and respect other medical, psychotherapeutic, or Indigenous modalities that participants have chosen to use. In such cases, Breathwork can be a powerful tool for health and well-being in collaboration with the other professionals involved in the participant's care.

4.1.5 Be prepared to manage potential emergencies such as seizures, loss of consciousness or panic attacks. This may include completing basic life support (CPR) training, obtaining next of kin/emergency contact information where possible for all breathwork participants, and knowing how to contact emergency services in the location where the breathwork session is taking place.

4.1.6 Create opportunities for Breathwork participants to disclose thoughts of self-harm or suicidal ideation at registration and throughout the therapeutic process. Refer to or collaborate with an accredited mental health professional when such an issue is identified.

4.1.7 Inquire whether any participant assigned female at birth is or could be pregnant or is trying to conceive and adjust their practice accordingly.

4.1.8 Be aware that medications might impact a participant's health, safety, or experience during a Breathwork session and provide opportunities for participants to disclose current medications to their breathworker. Relevant medications include but are not limited to; medications that increase the risk of bleeding or cause central nervous system sedation or stimulation. Breathworkers should ensure that participants bring any medications that they may need relating to any current medical conditions for example asthma inhalers, angina medication or an EpiPen.

4.1.9 Work within their scope of training regarding any medications that participants may be utilising. While we acknowledge the healing potential of Breathwork in addressing health conditions, breathworkers should not advise a Breathwork participant to change, stop or taper off a prescribed medication.

4.1.10 Monitor participants during sessions to recognise, acknowledge, and respond to any difficult physical experiences.

4.2 Prioritise Psychological Safety

To prioritise psychological safety, Breathworkers must:

4.2.1 Acknowledge and carefully consider any factors that could impair or limit their ability to work with a participant before establishing the breathwork relationship or as soon as any constraint is identified. In such cases the breathworker should offer referral to a breathworker with experience relevant to the participant's needs. The breathworker should take full responsibility for the limitation to alleviate any burden on the participant. It is not always advisable to disclose or go into detail about the nature of the concern. All decisions should be made with consideration, respect, and discretion for the benefit of the participant.

4.2.2 Provide clear and accurate instructions for breathing practices and discuss potential physical, emotional, cognitive, and spiritual experiences that may arise for the participant during a session.

4.2.3 Acknowledge and respect the potential for intense emotional release during breathwork sessions. Create a supportive space for participants to process and integrate emotions and experiences that arise.

4.2.4 Avoid any actions that could exploit, isolate, manipulate, or cause psychological harm to participants. Breathworkers respect participant boundaries, acknowledge participants' personal and systemic trauma, and refrain from exercising power over participants, or imposing their personal or religious beliefs or values.

4.2.5 While occasionally sharing a personal story can be instructive, inspiring or reassuring within the therapeutic process, it also carries significant risk of harming the therapeutic alliance and diverting the participant's attention away from their own process. Breathworkers must carefully consider whether sharing or disclosing a personal story is in the best interest of the participant or may divert the participant's attention towards interest in the breathworker's life or supporting the breathworker.

4.2.6 Acknowledge and name any discomfort that participants who are diverse in heritage, lineage, societal or cultural backgrounds may have. Invite and explore any concerns they may have about marginalisation, systemic oppression and injustice, as well as values they may have about cultural sensitivity and decolonial practices. Cultivate sensitivity and responsiveness when working with individuals or groups that may live with a pervasive lack of safety and security and avoid invoking simplistic frameworks of safety.

4.2.7 Consider diverse learning needs and create accessible materials and alternative options to support various levels of participation in activities.

4.2.8 Breathworkers choosing to work with participants who have mental health challenges or cognitive impairment must be trained and experienced to work with these groups, including regarding consent and the safeguarding of vulnerable adults. They must complete a criminal record check if required by legislation in the area where they work.

4.2.9 Breathworkers choosing to work with children must be trained and experienced to work with this group, including regarding consent and safeguarding of children. They must complete a criminal record check if required by legislation in the area where they work.

4.3 Ensure Informed Consent

To ensure informed consent, Breathworkers must:

4.3.1 Provide participants with clear and comprehensive information about Breathwork, including its potential benefits, risks, and contraindications. This information should be presented in a way that is understandable and accessible.

4.3.2 Explain any potential physical, cognitive, or emotional effects that may arise during or after a breathwork session, such as light-headedness, tingling sensations, emotional release, tetany, or the resurfacing of memories. For clients with a history of seizures, explanation must include advice that breathwork can lower the seizure threshold; depending on local legislation, having a seizure may impact a participant's eligibility to drive.

4.3.3 Clearly communicate the participant's right to withdraw consent at any time during a session, without judgment or pressure.

4.3.4 Ensure the participant or their legal guardian has the capacity to give informed consent. This means that the person giving consent is of legal age, mentally competent, and not under the influence of substances that could impair their judgment.

4.3.5 Document the informed consent process, ideally through a written form that is signed and dated by both the breathworker and the participant or legal guardian and stored in compliance with GDPR or local data protection legislation or regulations.

4.3.6 Obtain consent to photograph or film participants, trainees, or professional peers during breathwork sessions. The intention for recording and who will have access to it should be made clear at the time that the consent is given. Because personal healing and development is such a vulnerable and sacred process, the decision to use any photograph or recording of such moments should only occur after the breathworker

has deeply considered how making this material public could impact the psychological safety and well-being of the participant in the present and in the future many years ahead. Anyone who has been recorded has the right to view that photograph or recording before providing consent and to withdraw their consent at any time. It is the breathworker's responsibility to ensure that the participant understands the ramifications of their decision and provides consent in writing.

4.4 Uphold Ethical Responsibility

To uphold their ethical responsibility, Breathworkers must:

4.4.1 Maintain clear professional boundaries with participants at all times.

4.4.1.1 It is essential that all breathworkers understand that heightened life-force energy in breathwork can amplify sexual energy. Breathworkers must be aware and responsible for the impact that this can have on participants, students, and peers and learn to modulate their sexual energy, choices and behaviour before working with others.

4.4.1.2 Avoid initiating or engaging in any form of sexual harassment or behaviour with participants, even when the participant initiates or invites such behaviour. This includes but is not limited to sexual advances or propositions; flirting; inappropriate touch or physical contact; exposure of intimate body parts; inappropriate sexualized language, imagery or comments; comments or conjecture about a person's sexual practices, orientation or gender identity; exploitation of client vulnerability for sexual purposes; or engagement in sexual relationships with current or former participants or students.

4.4.1.3 It is never acceptable to act on sexual or romantic feelings that may arise during a Breathwork session. The initiation of any sexual or romantic relationship should never take place during a formal breathwork session or class. Upon considerable reflection, should both parties continue to desire to form a personal relationship, the participant or student must be immediately referred to an independent breathworker. The GPBA recommends a minimum 9-to-12-month period of reflection and independent supervision before any intimate relationship is established.

4.4.2 Recognize and navigate dual relationships with awareness and sensitivity.

A dual relationship exists when a practitioner holds two or more distinct roles with a client at the same time (e.g. breathworker and friend, business partner, fellow student, or teacher). Dual relationships may be unavoidable in small or rural communities. Dual relationships can be creative, collaborative, and beneficial to both parties. Yet breathworkers should be aware that in the context of the therapeutic alliance, any dual relationship whether social, professional, business, or digital, may pose risks to objectivity and ethical boundaries.

Optimally, for ongoing, deep, inner healing work, participants should work with breathworkers with whom they do not have a pre-existing or dual relationship. When there is a dual relationship, breathworkers must take responsibility for being aware of subtle imbalances of power, and commit to regular, mutual clearing and refinement of the boundaries and relational dynamics.

The GPBA recommends that breathworkers in any dual relationship should have periodic mentoring or supervision with an experienced and ethically minded breathworker or trained therapeutic supervisor.

4.4.2.1 Guidance for forming dual relationships between breathworkers and participants: The therapeutic alliance between a breathworker and participant is a practitioner's sacred professional responsibility and commitment to create and sustain a container for the healing, growth and awakening of the participant. On occasion, breathworkers and participants may discover a valuable friendship or potential professional interaction emerging outside this therapeutic container. Breathworkers must be aware that forming a dual relationship can impact the potency and dynamics of the Breathwork relationship and potentially compromise essential ethical boundaries. The GPBA recommends that both the practitioner and the participant reflect and consult with an independent and experienced supervisor before choosing to enter a dual relationship of this kind. Their consideration should include an awareness of how the appearance of their dual relationship impacts their community. The GPBA also recommends that both parties engage in periodic mentoring or supervision with an experienced and ethically minded breathworker to explore imbalances of power, and support mutual clearing, refinement of the boundaries and relational dynamics.

4.4.2.2 When together in public with a person with whom a Breathworker has a dual relationship: Breathworkers should be aware and sensitive, uphold confidentiality, and exercise the utmost discretion including by never identifying someone as a participant should they encounter them outside the Breathwork setting.

4.4.2.3 Dual relationships between people with previous personal or professional relationships: Sharing Breathwork with established friends, family and associates may be beneficial in emergencies or when situational support is needed. In such cases, breathworkers should clearly define roles and boundaries, obtain informed consent, acknowledge the potential complexities of the dual relationship and be vigilant about maintaining professional conduct. Consider referring the individual to another breathworker if a dual relationship could impair objectivity, create a conflict of interest, or limit clinical benefit to the participant.

4.4.3 Respect the confidentiality of participant information shared during sessions, adhering to legal and ethical guidelines for privacy and disclosure.

4.4.4 Identify and acknowledge personal, professional, cultural, and societal limitations or implicit bias when they arise and refer participants to another breathworker or qualified professional for issues beyond the scope of their Breathwork practice or personal competence.

4.4.5 Demonstrate an on-going commitment to personal, professional, and therapeutic healing and development. GPBA recommends 20 hours per annum including but not limited to; observing, working with, being observed by, and inviting feedback from experienced, ethically compliant breathworkers; participation in Breathwork workshops facilitated by ethically compliant breathworkers; continuing exploration of personal beliefs, values and privilege; continued ethical training and participation in conversations regarding ethical issues; staying current with the latest research, best practices, and ethical considerations in the field of Breathwork; understanding decolonisation, diversity and inclusivity in breathwork; mentoring and supervision; trauma-informed approaches; awareness of transference and countertransference.

4.5 Cultural Competence

Cultural competence relates to the whole spectrum of characteristics, experiences and forces that govern our values and beliefs at an individual, familial, cultural, societal, and global level. It is essential to understand how these issues can influence our ability to create a safe, respectful, and socio-culturally responsive space for Breathwork. The GPBA recommends that all Breathwork schools should integrate training in Diversity, Inclusivity, Accessibility and Socio-Cultural Competence into their curriculum.

To demonstrate cultural competence, Breathworkers must:

4.5.1 Recognise and acknowledge that they themselves, and all people, are impacted by age, race, ethnicity, nationality, gender, gender identity, sexual orientation, ability, neurodiversity, appearance, religion or socio-economic status, relationship status, political orientation, or any other protected characteristic.

4.5.2 Respect and value the diverse backgrounds, identities and experiences within their community and the Breathwork field including cultivating personal awareness of one's own cultural and societal background; continuously examining personal assumptions and conditioning that may create bias; framing discussions in ways that invite and represent a range of cultural or societal perspectives – using inclusive language that avoids generalisation or stereotyping; and creating safe space and opportunities for participants to provide feedback about socio-cultural sensitivity.

4.5.3 Recognize how societal inequalities affect who can engage with health and wellbeing practices and remove barriers to participation to create an equitable breathing environment considering factors such as flexible fee structures; physical access and safety (ramps, lifts, hearing loops and lighting); create accessible learning materials to support different levels of participation in activities; and ensure safety when offering Breathwork during natural disaster, conflict and cultural or societal upheaval.

4.6 Financial Clarity

To ensure financial clarity, Breathworkers must:

4.6.1 Adhere to relevant laws and regulations in the location(s) in which they work and commit the details of such agreements to writing to prevent tension or misunderstandings, whether breathworkers are receiving financial compensation or negotiating non-monetary work exchanges.

4.6.2 Consider the financial accessibility of the services they provide. We acknowledge that there is value in contributing to communities, using flexible fee structures, and committing to donating some of our services for little or no financial compensation.

4.6.3 Provide clear and accessible information regarding their fees, policies and financial agreements and clear and advanced communication regarding any changes therein.

4.6.4 Honour financial commitments, maintain transparency and clarity in all communication relating to financial agreements and exercise great care where an imbalance of power exists, avoiding any form of financial exploitation.

4.6.5 Be conscious of any conflict of interest that may unduly influence the therapeutic relationship. Before accepting any inducement, gift or offer of hospitality, consider the gift's value, cultural context, and potential impact on the professional relationship.

5. Adhere to Applicable Law

5.1 Breathworkers must adhere to all laws and regulations applicable in the location(s) in which they work including but not limited to, health and safety regulations, abuse of any kind, data protection and privacy laws, consumer protection laws, and licensing requirements. If the law has been broken, people are encouraged to report the violation to the local authorities in the location where the violation occurred and to the GPBA through its confidential reporting channels.

5.2 Breathworkers must adhere to all laws and regulations applicable to their personal and professional conduct in relation to anyone they work with in a professional capacity.

5.3 These legal and ethical obligations extend to both in-person and online/distance breathwork sessions. Breathworkers offering services online must be aware of and comply with the laws and regulations in both their own location and the client's location.

5.4 Breathwork, conscious breathing and conscious connected breathing belong to all people and cannot be copyrighted by anyone.

5.4.1 We acknowledge the right of breathworkers and schools to protect their original material including content, techniques, methodologies, teaching methods, training materials and curricula from unauthorised use, appropriation, adaptation, duplication, and distribution.

5.4.2 Breathworkers must not trademark or claim ownership of techniques, practices, symbols, names, logos, or other distinctive identifiers with origins from Indigenous or traditional cultures.

5.4.3 All breathworkers must respect intellectual content and property rights, including copyright laws. Any use of copyrighted materials requires proper authorization and acknowledgement.

5.4.4 The GPBA recommends that breathworkers acknowledge their teachers, sources, and lineage in their work.

5.5 Artificial intelligence (AI) generated textbook content and course materials should be identifiable, acknowledged and include references to the original sources. This is an actively evolving ethical area.

6. Breathwork Definitions

These definitions were created through years of discussion and collaboration with the GPBA, the International Breathwork Foundation and many respected breathworkers throughout the globe.

6.1 Breathwork: The experiential field of study and practice that encompasses a variety of breathing techniques utilised individually and in groups, to cultivate self-awareness and the enhancement of physical, emotional, cognitive, or spiritual well-being.

6.2 Conscious Breathing: The practice of breathing with awareness, intention, and attention to your inner experience, in the present moment.

6.3 Conscious Connected Breathing: A breathing pattern in which the breather intentionally connects the inhale with the exhale without any pauses.

6.4 Conscious Connected Breathwork (CCB): An experiential field of study and practice that uses conscious connected breathing and body-mind techniques to support the physical, emotional, mental, and spiritual levels of being.

The GPBA recognises four levels of breathworker certification:

6.5 Ethically Compliant Breathworker: A practitioner of one or more types of breathwork who facilitates others in utilising breathing techniques for self-awareness, for the enhancement of physical, emotional, cognitive, or spiritual well-being in an individual or group setting, and has completed a minimum of 50 hours and 9 months of breathwork training, including 8 hours of ethical training.

6.6 Ethically Compliant Breathwork Programme: A programme that delivers a minimum of 50 hours of breathwork training over 9 months, including a minimum 8 hours of ethical training.

6.7 Professional Breathwork Practitioner: A qualified breathwork professional who facilitates individual and/or group sessions. They are certified with a breathwork qualification and have completed 400 hours of training over a minimum of 2 years, including 8 hours of ethical training, supervised in-person facilitation of clients, and are committed to ongoing personal development and breathing practice.

6.8 Professional Breathwork School: An institution or organization that provides training and certification in breathwork. Schools typically have a structured curriculum, training team and standards for mentorship and certification. A GPBA certified school delivers a Breathwork education of a minimum of 400 hours over 2 years, including a minimum 8 hours of ethical training.

6.9 Other terms sometimes used in the Breathwork field may or may not map directly to the GPBA levels of certification. In all cases, we encourage people using any of this nomenclature to adhere to the GPBA ethics to support the safety, efficacy, and impact of the Breathwork field. These terms include but are not limited to: Breathwork Student, Breathwork Trainee, Breathwork Coach, Breathwork Facilitator, Conscious Connected Breathwork Practitioner, Breathwork Teacher, Breathwork Trainer, Breathwork Leader, and Breathwork Guide/Sitter/Assistant (a supportive role to accompany participants during their Breathwork session under the supervision of a breathworker).

7. Expanded States of Consciousness

Breathwork can help participants to access expanded states of consciousness. It may activate the nervous system and influence brainwave patterns, creating conditions for breathers to experience heightened sensory perception, emotional intensity, profound insights, access to memories, and shifts in self-awareness, and are often experienced as meaningful, healing, and transformative.

Expanded states of consciousness can bring strong emotions, memories and unresolved traumas to awareness and allow them to be processed and integrated. They may also be a gateway to subtle experiences, including accessing transpersonal, interdimensional, and mystical states; collective and inter-generational consciousness; flow states; and spiritual awakening including communion, unity, emptiness & pure awareness.

While working with expanded states of consciousness, breathworkers should be committed to facilitate Breathwork with the highest ethical standards and awareness; understanding and reverence for the sensitive, unique and powerful expanded states of consciousness experiences; recognising the potential these experiences have for significant and extraordinary transformation; and honouring the need for nuanced and skilful integration into everyday life.

In expanded states of consciousness, linear time can be dissolved, and participants may gain access to younger and unconditioned aspects of themselves. Thus, when experiencing powerful or exalted expanded states, they may assign or project the origin of those states onto their breathworker. The expanded state can amplify the experience of transference that typically happens in therapeutic sessions.

In the presence of expanded states of consciousness, breathworkers themselves can contact their own timeless memories and countertransference may also be amplified, which may allow the transference/projection of the participant to instigate grandiose states in either of them. Therefore, it is critical that breathworkers maintain professional boundaries; cultivate humility; consciously breathe to remain fully embodied during the session; continue to do their own deep inner work; and seek supervision from more experienced breathworkers and teachers. Additionally, breathworkers should continually refer participants to their own breathing and internal experience during sessions, which may dissolve any amplified transference onto the breathworker, and prioritize breathing as the anchor and reference point for the participant.

7.1 Psychoactive Substances in Breathwork

Breathwork is a practice of conscious awareness and active participation in breathing that can access expanded states of consciousness. The use of psychoactive substances including some medications, alcohol, cannabis, MDMA, Indigenous medicine or other similar substances, may activate non-ordinary states of consciousness, altering our thought processes, moods, and perceptions of reality.

When an individual has taken or received a psychoactive substance, their ability to engage in Breathwork consciously may be compromised. The non-ordinary state that they experience may be related to the substance, rather than self-generated through their breathing.

The role of the breathworker is to support participants in consciously accessing their innate capacities for healing and transformation without the use of psychoactive substances. Therefore, when an individual is under the influence of a psychoactive substance, the practice is no longer considered Conscious Breathwork and goes beyond the scope of the GPBA and these ethics.

Nevertheless, we recognize that there can be synergy between Breathwork and other modalities that induce non-ordinary state experiences, and some GPBA certified breathworkers and practitioners may be certified in Psychedelic facilitation. Navigating the relationship between these powerful medicines, Breathwork and Psychedelics, requires an extraordinary amount of training, knowledge, nuance, and experience. All breathworkers, including those certified for Psychedelic facilitation, are expected to adhere to these ethics when facilitating any form of Breathwork in a session.

7.1.1 A breathworker should never be under the influence of a psychoactive substance when facilitating a Breathwork session.

7.1.2 A participant must have legal capacity to give consent for a Breathwork session, and psychoactive substances can impair that capacity. Before every Breathwork session, it is essential that the breathworker assess the capacity of a participant to provide consent, and if they have that capacity then obtain that consent in writing.

7.1.3 Breathworkers who are also certified as a healthcare professional should also adhere to the ethical guidelines and principles of their healthcare profession.

7.1.4 Breathworkers with appropriate training may use their skills to support an individual during a psychoactive substance induced emergency.

7.1.5 Breathworkers with appropriate training should use deep discernment and seek supervision before undertaking Breathwork sessions with a participant who regularly uses psychoactive substances. In such cases we recommend that the participant should sign a statement when they have legal capacity to give consent, confirming their awareness of the potential impact of this substance on their experience.

7.1.6 Breathworkers with appropriate training in using psychoactive substances may use their skills to support participants to integrate their experience of a ceremony or journey involving psychoactive or psychedelic substances, ideally in collaboration with an appropriately trained practitioner in that field.

8. Co-Commitments

By recognising, articulating, honouring, and acting in accordance with these rights and responsibilities, both participants and breathworkers contribute to a safe, empowering, and effective Breathwork experience. These commitments are relevant to everyone from breathing participants to schools.

8.1 Breathwork Participants

Every participant in the Breathwork field has the right to:

8.1.1 Respect and inclusivity: Receive care and work in a space that is respectful, trauma-informed, and free from stereotyping and discrimination based on age, race, ethnicity, nationality, gender, gender identity, sexual orientation, ability, neurodiversity, appearance, religion or socio-economic status, relationship status, political orientation, or any other protected characteristic.

8.1.2 Expression of beliefs: Express their cultural practices, spiritual beliefs, and personal values, provided they are not harmful or disrespectful to others.

8.1.3 Clear information about services: Participants have the right to be informed of the purpose, structure, and expectations of Breathwork sessions at the outset and throughout the participant-breathworker relationship.

8.1.4 Timely communication: Acknowledgement and a timely and considered response to questions or requests, within reasonable professional and ethical boundaries.

8.1.5 Transparency about the practice: Receive clear, realistic information about the nature, benefits, and effects of Breathwork and not to receive any medical or psychological advice for which breathworkers are not adequately trained.

8.1.6 Confidentiality: Know that personal information will be treated confidentially, with exceptions including: Sharing information with the breathworker's supervisor for professional oversight, disclosures required by law (e.g., risk of harm to self or others), and in situations where the participant has granted explicit permission and/or written consent.

8.1.7 Consent for recordings: Grant or deny permission for sessions to be photographed or recorded. This might be for supervision, training, educational or promotional purposes. The intention for recording and who will have access to it should be made clear at the time that the consent is given. Because personal healing and development is such a vulnerable and sacred process, the decision to use any photograph or recording of such moments should only occur after the breathworker has deeply considered how making this material public could impact the psychological safety and well-being of the participant in the present and in the future many years ahead. Anyone who has been recorded has the right to view that photograph or recording before providing consent and to withdraw their consent at any time. It is the breathworker's responsibility to ensure that the participant understands the ramifications of their decision and provides consent in writing.

8.1.8 Data privacy: For their personal data to be stored securely and used appropriately. Everyone should be informed of any data collection practices, including for research or training purposes, and have the right to opt out.

8.1.9 Support in transition: Receive referrals to other practitioners or services if the Breathwork practice, the breathworker, the programme or the school is deemed unsuitable for the participant's needs, or the breathworker, programme or school needs to terminate the relationship.

8.1.10 Safe professional boundaries: Expect that others in the field will honour their agreements, maintain clear professional boundaries, and refrain from any form of verbal, psychological, physical, or sexual harassment, exploitation, coercion, or abusive behaviour.

8.1.11 Report concerns: Address any professional or ethical concerns through clear and accessible procedures. [The GPBA process for addressing ethical concerns](#) is available where local procedures are insufficient.

Every participant in the Breathwork field has the responsibility to:

8.1.12 Honest disclosure: Provide accurate and truthful information about their health history, including: Physical and mental health conditions, substance use or addictions, history of trauma, or extraordinary spiritual experiences.

8.1.13 Report changes in health: Report any significant changes in their physical, emotional or mental health condition that may affect their participation in Breathwork sessions or training. This includes acute respiratory symptoms and infections of any kind, which may pose a risk to the health of others.

8.1.14 Active participation: Engage with the Breathwork process in good faith to the best of their ability and in alignment with their inner guidance, including following the breathworker's guidance and using the techniques provided.

8.1.15 Respectful interaction: Treat breathworkers and all participants with respect and refrain from engaging in stereotyping, harassment, inappropriate behaviour, or any form of exploitation or coercion towards practitioners or other participants.

8.1.16 Time management: Keep their appointments or give sufficient notice of a change.

8.1.17 Financial clarity: Fulfil their financial agreements or inform the breathworker, teacher or school in advance if they will be unable to do so or wish to negotiate alternative payment arrangements.

8.1.18 Report concerns: Everyone should have access to clear, accessible, and confidential support, mediation, and processes to provide feedback on their breathwork experience, training, and work environment, without fear of repercussions. This includes any abuse of power, authority, or ethical misconduct. Everyone is encouraged to respectfully communicate any concerns or conflict directly to their source or utilise any procedures that are available if this does not feel possible. The [GPBA process for addressing ethical concerns](#) is available where local procedures are insufficient.

8.2 Student Breathworkers

Student breathworkers have the right to:

8.2.1 Quality education and support: Students should receive well-established, evidence-based, culturally competent and trauma-informed instruction; access to accessible course material with clear referencing and acknowledgement of lineage; access to appropriate mentorship, guidance, and supervision to support their learning journey; feedback that is constructive, professional, and designed to support their personal and professional growth.

8.2.2 Students should be fully informed of the training curriculum, learning objectives, assessment methods, and competency requirements before committing to a course or programme. Students should be fully informed of any re-certification requirements and have the right to maintain their certification based on the requirements in place at the time they enrolled in a programme.

8.2.3 Clear financial information: They should receive clear, transparent information about training and certification costs, direct and indirect, payment plans, financial policies including cancellation & refund policies, and any additional expenses before enrolment.

8.2.4 Freedom from exploitation: Many training programmes specify the requirement for students to offer unpaid Breathwork sessions, and assist and facilitate at classes, workshops or on programmes where they can be observed and mentored. This apprenticeship is an essential element of Breathwork training and should be explicitly outlined in the curriculum. Students should not be pressured into additional unpaid work, excessive commitments, or roles beyond their level of competence and be protected from any form of personal, financial, or emotional exploitation within the training context. Where a teacher believes that additional apprenticeship is required, this should not impose additional financial requirements.

Student breathworkers have a responsibility to:

8.2.5 Engage in ethical practice: Uphold the ethical standards of Breathwork in all interactions with participants, peers, teachers, and schools; maintain professional boundaries; respect the confidentiality of the training environment and practice sessions.

8.2.6 Commit to learning and self-development: Approach their training with an open mind and a willingness to engage in consistent Breathwork, personal reflection and growth; read and understand their course materials; participate in discussions; and complete required assignments.

8.2.7 Ensure that Breathwork is safe. This includes practicing within their level of competence; only offering Breathwork sessions after receiving appropriate guidance and supervision; recognising the limits of their current knowledge and skills; referring clients to qualified professionals when appropriate; and reporting and reflecting on incidents, accidents, significant events or concerns when they arise.

8.2.8 Seek supervision and support. Consistently reflect on their practice, progress, personal and professional development. Proactively seek mentorship, feedback, and supervision to enhance their learning and practice. Acknowledge personal limitations and engage in self-care to prevent burnout or overwhelm.

8.2.9 Demonstrate professionalism: Communicate respectfully, responsibly, and transparently with participants and within the training community. Adhere to agreements regarding attendance, participation, and financial commitments. Approach challenges with accountability and integrity, recognising that learning is an ongoing process, and committing to ongoing professional development.

8.2.10 Honour the integrity of Breathwork: Students should represent Breathwork with respect and humility, acknowledging its diverse cultural roots; accurately acknowledging and attributing Breathwork sources and lineage; and ensuring that Breathwork is shared ethically and inclusively.

8.3 Breathwork Teachers

The term breathwork teacher encompasses anyone who is facilitating the education and development of breathworkers and breathwork practitioners.

Breathwork teachers have the right to:

8.3.1 Mutual respect from students, peers and schools including adherence to training agreements, ethical conduct, and professional behaviour.

8.3.2 Define and enforce clear boundaries in teacher-student relationships to prevent conflicts of interest, dependency, transference, countertransference, or unethical dynamics.

8.3.3 Refuse or discontinue training for students who do not uphold the ethical standards of the GPBA or their school.

8.3.4 Intellectual content and property protection. Protect their educational materials, course content, and methodologies from unauthorised use, duplication, or distribution. Set clear policies on the appropriate use of course content by students, breathworkers and teachers.

8.3.5 Financial clarity and fair compensation. Establish clear terms for teaching fees, payment schedules, cancellation, and refund policies, and expect students to honour their financial agreements.

8.3.6 Autonomy in curriculum design and delivery. Develop and deliver educational programs in alignment with ethical, professional, and evidence-based Breathwork practices. Adapt their training and educational methodologies based on best practices, industry standards, and evolving research and ethics, providing that they acknowledge their sources and lineage.

8.3.7 The right to decline requests beyond scope of practice. Refuse requests that go beyond their ethical, professional, or contractual obligations, including demands for therapy, personal mentoring beyond training agreements, or involvement in non-training-related issues.

Breathwork teachers have the responsibility to:

8.3.8 Provide high-quality training: Deliver well-structured, evidence-based, accessible, and trauma-informed training that supports personal and professional development. Ensure that course content aligns with current best practice and ethics, including and acknowledging diverse sources of knowledge and ways of knowing.

8.3.9 Create a safe and inclusive learning environment. Foster a supportive space free from cultural appropriation, implicit bias, and judgement, where all students feel respected and included. Promote diversity, equity, and inclusion, ensuring training is accessible and sensitive to different backgrounds and lived experiences.

8.3.10 Act with professionalism and integrity by modelling the ethical standards expected of breathworkers, ensuring consistency between what is taught and how it is practiced; maintaining clear professional boundaries with students, being aware of, transparent and sensitive about dual relationships that could create conflicts of interest; and accurately acknowledging and attributing their breathwork sources and lineage.

8.3.11 Support student development and well-being: offer consistent guidance, feedback, and mentorship to support student growth and ensure that this meets the minimum requirements of their school, whether this is paid or voluntary. Recognise the emotional and psychological depth of Breathwork and provide referrals to external support when issues arise beyond the scope of the training. Encourage students to develop as responsible breathworkers through ongoing self-awareness, self-care, and regular supervision.

8.3.12 Ensure transparency in training agreements: clearly outline training content, learning objectives, assessment criteria, certification requirements, the expected duration of the training and whether the training meets requirements for a certification by the GPBA or another accrediting body. Specify the number of hours of Breathwork training provided in any programme. Provide upfront information on training costs, additional fees, refund and cancellation policies. Avoid misleading claims about the outcomes of the training or the professional and financial opportunities it may lead to.

8.3.13 Respect confidentiality and data protection, model and teach these principles to their students. Maintain the privacy of student disclosures, discussions, and training sessions, except where legal or ethical obligations require otherwise (e.g. safeguarding). Ensure compliance with GDPR and relevant data protection laws when handling student records, session content, or research data. Ensure compliance with consent in relation to any photographs or recordings taken within the training environment.

8.3.14 Engage in ongoing professional development: stay informed of new developments in Breathwork, training and education, trauma awareness, socio-cultural competence, and ethical practice. Engage in peer supervision, continued education, and reflective practice to uphold the highest standards of training.

8.3.15 Provide information, impartial support and mediation to seek resolution of concerns, conflicts or complaints that arise at a local level and escalate these as needed according to the GPBA process for addressing ethical concerns where a satisfactory resolution cannot be achieved.

8.4 Breathwork Schools and Programmes

Breathwork Schools and Programmes have an overarching responsibility to the Breathwork field and should hold themselves to the highest standards in relation to these ethics. In addition to upholding the rights and responsibilities of the participants, students, breathworkers and teachers, schools and programmes must be impeccable in their consideration of the following.

Schools and Programmes have the right to:

8.4.1. Autonomy in curriculum design and delivery: Develop and implement educational programmes, training methodologies, and assessment processes in alignment with ethical, professional, and evidence-based Breathwork practices, industry standards, and evolving research, providing that they acknowledge their sources and lineage.

8.4.2 Operate in alignment with their core values and mission, and structure their educational programmes based on their unique philosophy, specialisms, and pedagogical approach.

8.4.3 Set admission requirements, certification criteria, and professional competency standards for their students, breathworkers and teachers.

8.4.4 Refuse or discontinue training and deny or revoke certification for a student or graduate who does not meet or uphold the written and/or published and mutually agreed upon professional competencies or ethical standards of the school.

8.4.5 Intellectual content and property protection: Protect their original material including content, techniques, methodologies, teaching methods, training materials and curricula from unauthorised use, appropriation, adaptation, duplication, and distribution. Set clear policies on the appropriate use of course content by students, breathworkers and teachers. Schools and programmes should refrain from trademarking or claiming ownership of techniques, practices, symbols, names, logos, or other distinctive identifiers with origins from Indigenous or traditional cultures and acknowledge their sources and teachers in words and in writing, resources and curriculum.

8.4.6 Financial autonomy and sustainability: Set tuition fees, payment plans, refund policies, and financial agreements. Expect students and affiliated teachers to honour financial commitments as agreed upon at the time of enrolment or employment.

8.4.7 Select and manage teachers and faculty: Appoint teachers, mentors, and assessors who align with the school's educational, professional, and ethical standards. Require teachers to uphold professional and ethical conduct as representatives of the school.

8.4.8 Uphold their reputation and integrity: Take necessary action to protect the school's name, brand, and accreditation status. Expect students, graduates, and faculty to represent their qualifications and affiliations honestly. Define terms of practice for its graduates, including asking them not to practice, teach or share any other Breathwork modalities, providing that this is made clear in writing before the participant commences and pays for their training.

8.4.9 A clear complaints and appeals process: Implement a transparent, structured, and fair process for handling disputes, grievances, or ethical violations related to students, breathworkers, teachers, or Breathwork practices.

Schools and Programmes have a responsibility to:

8.4.10 Provide high-quality training: Deliver comprehensive, well-structured, evidence-based, socio-culturally competent and trauma-informed breathwork education that supports personal and professional development and prepares students for ethical, competent, and professional practice. Ensure that course content aligns with current best practice and ethics, including and acknowledging diverse sources of knowledge and ways of knowing.

8.4.11 Require all students, breathworkers and teachers to agree to a written code of ethics that meets the GPBA or national breathwork association minimum standards.

8.4.12 Understand the meaning and history of the Breathwork practices that they teach. Accurately attribute and acknowledge the origins, source, and lineage of their practices, regardless of whether they are in their original or adapted version. Differentiate between harmful and exploitative appropriation and respectful engagement with respect for the source culture, particularly in relation to the use of sacred and ceremonial practices.

8.4.13 Maintain an inclusive learning environment: Promote a culture of professionalism, respect, diversity, inclusivity and accessibility within training programs, policies, and resources. Create and enforce zero-tolerance policies for all forms of discrimination, harassment, and misconduct, ensuring all participants, students, breathworkers and teachers feel acknowledged, heard, and supported. Ensure that their training is equitably available to participants from diverse economic and social backgrounds.

8.4.14 Adhere to ethical and professional standards. Ensure that the school's policies, training methods, and assessment processes meet ethical and legal best practices. Maintain clear professional boundaries between students, breathworkers, teachers, school administrators, and leaders. Represent the school and its programmes accurately and ethically, avoiding exaggerated claims about Breathwork's effectiveness. Ensure that graduates do not misrepresent their level of qualification or affiliation with the school.

8.4.15 Ensure transparency in financial and training agreements. Before a participant commences and pays for their training the school must provide clear, complete, and accessible information about tuition and membership fees, payment structures, refund and cancellation policies, and any additional costs, including continuing education and recertification requirements. Provide clear guidance on mentoring and buddy schemes including declaring whether mentors are paid or voluntary and specifying the duration and scope of mentoring that a student can expect until their point of certification. Ensure that standard training fees are respectful of international exchange rates and economic differences that may create inequalities in Breathwork. Avoid misleading claims about certification, professional opportunities, or potential earnings after completion of the training.

8.4.16 Transparent policies for graduates. Provide clear, written policies relating to post-certification representation and inclusion for its graduates, including any restrictions placed on their practice by the school. These should be readily available and accessible to prospective students before registration.

8.4.17 Honor existing training agreements, policies, standards, and re-certification requirements that were in place at the time a certified breathworker enrolled in a programme. Involve certified breathworkers in changes at a school level that may impact their finances or ongoing certification.

8.4.18 Offer ongoing support and development opportunities. Provide mentorship, supervision and continuing education opportunities for students and graduates, specifying whether this should be voluntary or paid. Provide graduates with regular curriculum, policy, and procedural updates to allow them to maintain the integrity of their practice. Provide financially accessible and time efficient opportunities for continuing education that support graduates in maintaining and updating their school certification. Encourage graduates to refresh their knowledge on ethical, inclusive and socio-culturally competent Breathwork practice and build a culture of lifelong professional development.

8.4.19 Protect confidentiality and data security, model these principles, and include them in their curriculum. Provide clear policies and training regarding personal information, record keeping and recording or photography during breathwork sessions and training events. Comply with GDPR and other relevant data protection regulations when handling participant, student, breathworker and teacher personal information, records, session notes, or research data. Ensure confidentiality of Breathwork sessions. Ensure compliance with consent in relation to any photographs or recordings taken within the training environment. Ensure confidentiality of all parties involved in a complaint or ethical mediation process.

8.4.20 Engage in ongoing evaluation and quality assurance. Create robust, transparent, formal, and informal channels to ensure ongoing feedback on the programme, teachers, breathworkers, students and events. Reflect on and learn from feedback, take accountability, and update training materials accordingly to address any educational needs, and align with new research, best practices and evolving ethical guidelines. Ensure that all students, graduates, and teachers within the school are regularly notified of any updates.

8.4.21 Provide a fair and transparent complaints process. Provide information, impartial support and mediation to seek resolution of concerns, conflicts or complaints that arise at a school level and escalate these as needed according to the [GPBA process for addressing ethical concerns](#) where a satisfactory resolution cannot be achieved.

8.4.22 Reflect on and learn from complaints and concerns and where appropriate, deliver updated policies and training for students, graduates, and teachers, to prevent future incidents and continue to evolve best practice in the field of Breathwork.

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