



COAST GUARD BLUE DOLPHINS SWIM TEAM

SafeSport Safety Plan Worksheet

Date of Meeting: _____

Meeting Attendees: _____

Step 1: Identify Problematic Behavior

<i>Describe the Incident(s): Ask the aggressor to describe the incident in his/her own words:</i>

<i>Does the child understand why his/her behavior is problematic?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
---	-------------------------------------	------------------------------------

Comment:

<i>Does the child understand the impact his/her behavior had on other child/children involved?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
--	-------------------------------------	------------------------------------

Comment:

<i>Record his/her understanding (in child's own words) here:</i>

<i>What are the wishes/concerns of the targeted child?</i>

<i>How did the child's behavior impact the targeted child?*</i>

***Ask the targeted child or the parent/guardian of the child before the safety planning meeting. The targeted child and his/her parent do not need to attend the safety planning meeting.*

Step 2: Identify Wishes of the Child/Children’s Parents:

Check all that apply or fill-in stated wishes of the aggressor child and his/her parents.

- That I can continue to practice and compete with Coast Guard Blue Dolphins
- For all athletes of Coast Guard Blue Dolphins, including me, to be safe at practices and meets
- _____
- _____
- _____

Step 3: Identify Appropriate and Expected Behavior from CHILD:

- Respect and show courtesy to my teammates and coaches at all times.
- Demonstrate good sportsmanship at all practices and meets.
- Set a good example of behavior and work ethic for my younger teammates.
- Respectful of my teammates’ feelings and personal space. Swimmers who exhibit sexist, racist, homophobic, or otherwise inappropriate behavior will be faced with consequences.
- Attend all team meetings and training sessions, unless I am excused by my coach.
- Show respect for all facilities and other property (including locker rooms) used during practices, competitions, and team activities.
- Refrain from foul language, violence, behavior deemed dishonest, offensive, or illegal.
- Talk with my coach and not approach the official directly if you disagree with an official’s call,
- Obey all of USA Swimming’s rules and codes of conduct.

• Additional specific behavioral expeditions relative to the incident(s)**
**Discuss this with the child and his/her parents during the meeting.

Step 4: Safety Planning

Identify risk areas and how the child and team will handle each risk area.

Locker Rooms		
Does the CHILD use the Locker Rooms:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Comment:		

How will the child use the locker room going forward?

- No locker room privileges: The child will come and go from practice in his/her swim suit. Parent is responsible for weather appropriate clothing.
- No locker room privileges: The child may use the _____ [identify appropriate and available private bathroom at facility] only. Child [does] or [does not] need supervision to use this locker room.
- Child can use the locker room under the supervision of his/her parent.
- Child will use the _____ [designated bathroom] if he/she has to go to the bathroom during practice. Child [does] or [does not] need supervision to use this bathroom.
- _____

Travel Meets		
Does the CHILD participate in travel meets:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Comment:		

How will child travel to away meets going forward?

- Parent/guardian is responsible for supervision during travel and lodging. Child cannot travel or stay overnight without the supervision of a parent/guardian.
- Child can travel with the team (car/plane) but parent is responsible for own lodging. Child cannot stay overnight unsupervised.
- Child can travel and stay with the team if parent is serving as a chaperone on the travel trip.
- Child can travel with the team and share a room with like-aged children
- _____
- _____

Teammates
<i>How will child interact with his/her teammates?</i>
<i>During practice:</i>
<i>After practice:</i>
<i>How will the child interact with younger teammates/children?</i>
<i>During practice:</i>
<i>After practice:</i>

Supervision: Identify one or more adults who know about the child’s risky behavior and his/her restrictions and can be actively involved in helping the child stay in safe situations. This adult(s) should be someone known to and trusted by the child.

Name: _____ **Phone:** _____

Name: _____ **Phone:** _____

What is the nature of the supervision? Example: Parent/babysitter attends practice every day; coach (not actively coaching) willing to keep an eye on child. Describe the supervision here.
