

4.6 APPROPRIATE LANGUAGE

Purpose:

To outline Bella Bella Community School’s policy to create and maintain a positive and encouraging school culture through the use of appropriate language.

Scope:

All administrators, teachers, school staff, parents and students

Policy:

The aim for this process is to install a professional atmosphere of interacting, learning and teaching throughout all grades and all staffing positions at Bella Bella Community School. To achieve this, appropriate use of language is essential and like every other skill it has to be taught and reinforced throughout the school, every day and by everyone. Proper conduct within a professional environment is an essential skill to learn for students being trained to go out into the world of professionals. This process is in accordance to the traditional Heiltsuk Gvi’las, which have a strong focus on respect for self and others.

Procedure:

Maintaining appropriate language in the school includes everywhere on school grounds and takes everyone to be involved. Foul Language and first time Vulgar Language use should be dealt with immediately and in the classroom, while repetitive Foul Language and Violent Language require office referrals (check: *Clean Language Procedure Followed* on referral form)

Definitions and Consequences:

Grouping	Definition	Consequence	Examples
Foul Language	<ul style="list-style-type: none">• Intent is not to hurt or offend it is comparable to a reflex• Inappropriate language that is used as a poor habit• It often is a part of a person’s vocabulary• A verbal reflex to an extraordinary event• Inappropriate and unacceptable language	<ul style="list-style-type: none">• A main focus on prevention through education and redirection of vocabulary• Class lessons on foul language and ways to avoid it• Teaching of appropriate alternatives• Understanding of differing language expectations in different settings• The relationship between media-language surrounding youth and its inappropriateness in a school• If persisting counseling with elders and family might be needed	<i>expletives</i> <i>“This is stupid”</i>

<p>Vulgar Language</p>	<ul style="list-style-type: none"> • Intent is to gain attention with an audience, possible “shock value” and not directed at a specific person (indirect) • These are all the racial and homophobic slurs • Using body parts and functions in an offensive way • Including vulgar gestures • Often used without understanding what they mean, especially with younger students • Language from media surrounding students 	<ul style="list-style-type: none"> • A main focus on prevention through education and redirection of vocabulary • If repetitive needs to be followed up with an office referral • Researching those words or expressions according to their origin and the group of persons/individuals it intends to hurt • Discussion on the perpetuation of racism and homophobia and its impact on people • Educational aspects need to consider the age of the students involved 	<p><i>“This is gay”</i> <i>“This is for girls”</i></p>
<p>Violent Language</p>	<ul style="list-style-type: none"> • Intent is to attack/hurt another person or group of persons directly • Provoking another person to react • The person/group it is addressed to, feels attacked • This is a bottom-line offence and not acceptable at the school 	<ul style="list-style-type: none"> • As this is a violent act against another person, punitive actions need to be taken first to be followed by education • Office referral with consequences according to (<i>Appendix A “Violations and Consequences Guidelines BBCSS Policy</i>) • For students younger than grade 4, punitive measures need to be taken according to severity, frequency and situation while parent involvement is a must • After the punitive consequence, educational measures need to be taken • Sensitivity training, alternative ways of expressing anger and frustration • Done by the counselor, family, elders group, etc. 	<p><i>“I hate you”</i> <i>“You are an idiot”</i> <i>Expletives/swear words</i></p>