

# CLOVERLEA SCHOOL

# PB4L TIER TWO



As part of PB4L, Tier Two supports us in continuing to work towards the New Zealand Curriculum Vision of ensuring our LEGENDs are confident, connected and actively involved in learning. Tier Two is the next phase of the PB4L continuum, building on from the Tier One supports and systems ALL LEGENDs benefit from. For Tier Two to be successful, Tier One systems and processes need to be well established across the school and implemented with fidelity.

## IT IS IMPORTANT BECAUSE:

The PB4L support continuum that Cloverlea School understands and works from means:

**Tier One:** are strategies for establishing a classroom and schoolwide culture that is mana enhancing supporting positive behaviour for all LEGENDs across all learning settings.

**Tier Two:** are specific interventions through which we focus on strengthening whanaungatanga in classrooms for the ākonga or groups of LEGENDs. These LEGENDs need more awhi (support) and have struggled to respond to what is in place for Tier One. Support interventions often include Team Leaders and Senior Leaders and may involve RTLB.

**Tier Three:** are support interventions for individual ākonga who have the most intensive support needs. They require individualised assessment and support in relation to instruction, monitoring, functional consequences and sustainability. School and whānau work together. Often this involves working with external agencies for support (outside of RTLB).

## TIER TWO PRACTICES AND SYSTEMS ARE DESIGNED TO:

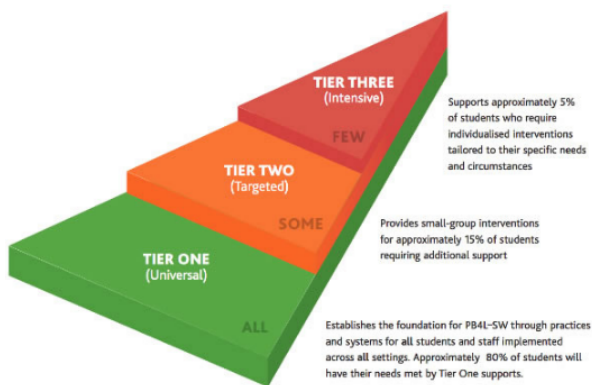
- Use data to identify and monitor support for LEGENDs;
- Support LEGENDs to develop their understanding of mauri tau (self regulation);
- Support kaiako to solve problems and find solutions for LEGENDs' behaviour needs (using a Function Based Assessment);
- Prevent the development of more problematic behaviour and decrease the frequency of minor, undesired behaviours;
- Provide targeted intervention based around the 6 functions of behaviour;
- Ensure continuity and consistency across all school settings;
- Support kaiako to reflect on individual needs and make the environmental changes.

## RELATIONSHIPS:

Tier 2 practices continue to strengthen whanaungatanga across the school. LEGENDs are aware that they are able to access appropriate support interventions and are supported by multiple staff. Each of the Tier Two support interventions listed below have their own Curriculum Snapshot with a view to whakamana tangata. Our Tier Two approaches always have LEGEND at the core and place emphasis on developing our values so that these are living and embedded in everything we do. Whānau relationships are also at the centre of this.

## TIER TWO SUPPORT INTERVENTIONS CURRENTLY IN

- **PLACE:** Whare Manaaki
- Behaviour Plans
- Brain Breaks
- Read and Feed
- Mentor Time
- Check In Check Out



## HOW TIER TWO SUPPORTS ARE ACCESSED:

Staff record any behaviour incidences on SWIS to help us gather information about LEGENDs' support needs. Staff review data weekly and identify LEGENDs who need further awhi. Decisions are made around a weekly whole school LEGEND focus (Tier One) and any LEGENDs who need checking in on. Teams work through a Classroom Problem Solving Behaviour Plan. Wātaka (timetables) are organised for Whare Manaaki based on the data OR Senior Leaders will check on ākonga when wandering through. Senior Leadership establish a support intervention that is specific to a LEGEND's need.

## RESEARCH & EVIDENCE:

<https://pb4l.tki.org.nz/PB4L-School-Wide/Support-material/PB4L-Tier-2-Manual>

## ENACTING TE TIRITI O WAITANGI:

Tier Two support interventions are targeted to specific individual needs and focus on Mana Tangata. By working alongside LEGENDs, in a holistic approach, we are developing strong whanaungatanga and modelling manaakitanga. Tier Two reflects Whare Tapa Whā where the ākonga's wairua is at the centre.

**Ārahi, Kairangi, Nahanaha, Manawaroa, Kotahitanga, Rae Pakari**

**LEAD, EXCELLENCE, ORGANISED, RESILIENCE, INCLUSIVE, DETERMINED**