

**Table S1.** Example of interview and focus groups questions.

Research Question	Interview/ Focus Group Questions - Students	Interview/Focus Group Questions - Educators
1. What is the evidence of improved outcomes, i.e.: attendance, learning & wellbeing?	<p>What is it like being [a student] at this school? i.e.: safety; choices; feeling understood Can you give some examples?</p> <p>Are there things at this school that make it easier for you to do well? i.e.: learning/behaviour/friendships? Can you give some examples?</p>	<p>What is it like to be a teacher [role name] at this school? i.e.: safety, choices, support</p> <p>Describe what it means to you to be trauma-responsive (TR)?</p> <p>How do you see TR in action across the school?</p>
2. How is the school experienced by the stakeholders?	<p>Who at school could you talk to or go to when you feel you need help with strong emotions? Describe</p> <p>How do teachers and other adults here show they care about you/ your learning/ wellbeing? Can you give some examples?</p>	<p>What things do you value about approaches/practices/ culture here? What supports these practices? How do you see these practices supporting outcomes?</p> <p>What supports or challenges using/embedding ReLATE/ TR practices and culture across the school?</p>

**Table S2.** Additional quotes from school stakeholders.

Category	Educator All staff roles (E); Leadership (EL);	Student (S)	Parent/ Guardian (G)	Agency (A) Disability services; Child & Adolescent Mental Health; Referring schools; Child Protection
<b>Attuned Connection &amp; Community</b>	<p>I think stressing those relationships with families too is a really critical aspect of our work because they're often in that cycle of being impacted by trauma and if we can provide a safe place then we can also be able to connect them in with the support services . . . And help them to have a deeper understanding of what's happening to their child and the behaviours that they might be struggling with in the home context. EL2</p> <p>ReLATE Circle gives staff that anchor in the morning, where they come in and they know that everyone's going to be sitting together, that they connect with one another, they can be present and say how they're feeling for the day. Others can know how everybody else in the room's feeling, so if somebody does say, oh, you know, I'm not feeling too good, we can keep an eye on them for the day, or just know to check in with them. I think that's been really good. EL3</p> <p>The primary metric here isn't about elite scores, staff here would say it's about human progress. It's about students exhibiting their best self in the moment...E6</p> <p>It allows me to have evidence that propels and backs up the way I think about teaching. SD3</p> <p>I think for kids that have suffered trauma in their background, things in the environment about being really conscious about the noise, the light, the sounds, position, new people coming into the space. I think you're always thinking about who's coming in the space, knocking on the door, really being mindful of that, announce before people come in. E1</p>	<p>I really think it is the small classes that really brings a community together here (S5)</p> <p>I'd always be an unknown at school, but here, it's helped me just be able to regulate myself and understand my emotions. I can speak to the people around me and speak-up. S12</p> <p>The teachers understand us more and they don't really tell us off as much. But they will tell us not to do that. They do stuff to keep us protected instead of being like the old school. At this school for example, it's more free . . . But it's actually a really good school and I like it . . .it's a lot calmer. S1</p> <p>Instead of walking around the class, all you have to do is say their name or put your hand up and then they come right over and help you. And they actually are kind. Instead of saying, what do you want? They say, what do you need? And, how can I help? It's a lot easier and better here. S10</p>	<p>When my child started coming here he didn't like people being around him, didn't like to go out, he might hit the Red-zone just because he was around people or it people were too loud. Now I can take him virtually anywhere because of school (G9)</p> <p>My grandson has grown that much in himself in the time he's been here. He's forthcoming with his problems now, he'll come to me and talk to me. G6</p> <p>My daughter does struggle at school, she [said] she feels that the teachers are approachable, and they treat her like she's a person. As opposed to when she was in a regular primary school, and she felt like she was just a number and wasn't important.</p> <p>I like that they take a positive spin on things rather than being all about consequences and punishment . . . they focus on what the child's achieved.</p> <p>Most staff I feel I could go and talk to. Most have a listening ear, even when they're busy they tend to make time to talk to you; which is a bonus.s G7</p> <p>Being a small school is an advantage, for the teachers here too. It allows them that extra empathy, being able to relate a bit more, and it allows the teachers, to be able to get on more familiar ground with the children so that they might actually listen. And then be able to be led into that social and emotional, rather than it just being busy. I think there's definitely a need for more of these types of schools, and not as many kids in the class ... You still can focus on numeracy and literacy. G1</p>	<p>What stands out is understanding children need teacher support to co-regulate and the importance of prioritising developing a safe and trusting teacher-student relationship. There is strong sense of acceptance and connection at the school. A1</p> <p>When you walk through the yard it has a positive feel about it, it's clean and tidy, space for students to be outside. The rooms are nice and vibrant. So I think that it has a nice calm feel about it. A2</p> <p>The school seem to have a good understanding of the importance of the teacher-child relationship in supporting young people with emotional needs (i.e. co-regulation) as well as meeting the child where they are at on that particular day and adapting tasks and expectations to increase the likelihood of the child having a positive experience at school' A3</p> <p>They display a lot of empathy with the students and I think the small class size helps them develop those co-operative relationships A5</p> <p>They've been really open and helped him along the way, where his old school never helped him. So, they've taken him under their wings ... really been helping him trying to transition and stuff like that. A7</p>
<b>Values, Knowledge &amp; Shared Understanding</b>	<p>I think the focus probably starts with a joint understanding and knowledge base, so I think we really focus on our whole community as much as we can. Because once the staff and students have the lens at which they can view their relationships to facilitate learning. EL1</p> <p>We have a really sound knowledge of trauma theory and how that is impacting the children who we support...builds on educator sense of <i>capacity</i> to make a difference. And to be skilled in identifying the interventions that they put in place and the importance of that relationship building and understanding behaviours as communication. EL2</p> <p>[Without trauma insight] you'll often just have teachers where they see the behaviour and they get frustrated. They can just see it as they're being naughty or they're not listening, whereas that behaviour is rooted in so much more than just as how it's being presented EL3</p>	<p>The teachers show they understand what we need to learn by actually acknowledging it, by observing and so getting to know us S13</p>	<p>They always update their training. They have training days, and from what I see, they have a whole lot of knowledge of different emotions, feelings, behavioural issues. Everything's always updated. G6</p> <p>I know someone who's just done teacher training, and anxiety is not even a topic on its own, whereas it really should. The difference also here, is that Fridays are PD days for them, personal development days. Finishes at 12:15, the rest of the day is personal development. So that's a weekly thing, also, they will go on courses as well. They're informed. G5</p>	<p>The prevalence of mental health in young children is increasing and this impacts on their capacity to engage with learning. Schools need to be able to respond to children's emotional needs first for learning to be possible A3</p> <p>The smaller size of the school, the population and the smaller community helps students feel they're not just a number A1</p> <p>The biggest thing would be taking a trauma-informed approach and understanding the behaviours may be coming from a trauma background and the kid is not actually naughty, its a reaction, they are symptoms not behaviour. I think identifying that in some of the children maybe they</p>

	<p>Psychoeducation, a lot of the time it's about the brain and the brain function, and the relation of trauma and how that plays out in the brain . . . So, the kids made a video programme broadcasting onto this brain, and you could see how past traumas keep playing on loop, and it was just a beautiful, interactive way to explore these things. E2</p>			<p>haven't, and some of the families are very complex A1</p> <p>They genuinely believe all students can, and expect they can succeed. They understand their needs and help them, and help them to respond to the different situation. Safety plans and the connectional relationship between host school and parent play a big role A2</p>
<p><b>Safety, Consistency, &amp; Trustworthiness:</b></p>	<p>Safety, at its core comes down to this being a safe space for everyone to tell their story and to be who they are. Which is probably a different response to what a lot of schools might give when it comes to safety EL1</p> <p>That unity is strength. It doesn't matter if students are talking to me or talking to you, that they know they're going to get the same level of safety, the same sort of response, that same care. But we all need to be on board EFG3.2</p> <p>I think the routines and the rituals that they have throughout the day, that creates that sense of safety and predictability, so they know what to expect ...They'll come in and have a community meeting, and the day starts the same and the day ends the same. Every student has their safety plan, they know it, and where it is. Staff have safety plans, and there's all of that modelling there EL3</p> <p>Students gain the ability to be okay with failure, and that's a big thing that we try and reaffirm, and it's okay to make a mistake. It doesn't define you. The next time you'll smash it and that's the biggest one for us E5</p> <p>It is important that we all speak the same language, we're all giving the same messages ...students know that it doesn't matter who's there, there's the predictability in that response, and the same consequence or follow-through E6</p> <p>Debriefs give staff space to reflect on how their safety was impacted during an incident, and it gives them a chance to drain off the emotion. It gives them a real concrete framework to prompt a discussion around the incident and do it in a safe way. I think that has been really helpful to staff EL3.</p> <p>You want to look back on an incident, and you want to be able to critically reflect on where was that moment where we could have potentially done something differently to intervene, so it didn't get to this high incident. What behaviour support techniques could we have done differently? Where was that window before they went up that stress curve to that point where we couldn't actually reach them anymore? E8</p> <p>So, you start with the zones and regulation framework, which is a simplification of the world of emotions to</p>	<p>Well, say you have a tough day, and you're really angry, and you might get in a fight. They [staff] will talk to you, try to calm you down, and the next day they'll have a meeting with you and explain why a certain thing happened and all that S1</p> <p>We learn how to tell the teachers and learn how to actually talk about it, instead of keeping it in and hiding something. And it's really, calmer and I feel less stress because I have less pressure on me, at the old school I would have the pressure of trying to keep up with the others and then when I came here, the stress basically just got lifted off me S1</p> <p>We've learnt how to deal with it [stress, strong emotions] like ways we can prevent it from happening when we're sort of getting in the zone. We have our safety plans, and that has things to say and do if we feel we are getting worse and all that, and it has strategies on it, to get us back to calm S12</p> <p>So that's also why I took the VCAL course here because I wanted to stay in the school community S9</p>	<p>They're more about future-thinking with the behaviour – they don't push, but they don't give him an out either G4</p> <p>I don't have to panic because my child is having a bad day at school, I don't feel blamed, I hated how the other school made me feel G8</p> <p>I know a lot about the safety plan but if my kid uses it is another thing. My child has a bit of his own mind and doesn't always use the plan. Most of the times the teachers can say do this, do that and he will go to his safety plan. So, he does have a little bit of listening to the teachers . . . Trusting adults for him is very hard, he doesn't trust adults at all G10</p> <p>Strong emotions, it's a tricky one, my child, unfortunately, likes to hit and kick and as soon as it happens; he has to do an LSI before he is returned. I'm hoping he eventually understands it's not acceptable G8</p> <p>I'd rate high for safety, nine times out of ten they are there when bullying happens and they're on to it straight away, there is that one odd occasion when it's missed; being such a small school, lots of the teachers are out and lots of things aren't missed G7</p> <p>My son got called a nigger by another student, and the teachers were appalled. Absolutely appalled. And they made sure that it wouldn't happen again. Had a big meeting. Once again, my son's feelings were considered. My feelings were considered . . . that made my son feel welcomed, feel not out of place, not judged, not humiliated, nothing, and knew that they cared G6</p> <p>More than saying, you need to stop that, that's bad behaviour. Wording. It's all about the wording. And what can happen with consequences. Not, I mean as a child, but even as a bigger person. If you keep continuing to do things that way [in life].. You've got to find other strategies G11</p> <p>They themselves are learning responsibility for the safety plan. They are getting older, and they need to learn that responsibility, they need to know that this isn't okay. It does happen, they do get angry, but if that happens this is what we need to do G4</p> <p>They've got great plans in place for any incident, any escalation, and de-escalations of incidents that occur. The students are aware of what their safety plans are and what to do if they're feeling unsafe' G3</p>	<p>I am aware of the young person's safety plan based on the Zones of Regulation and he appears to be proud of himself when he follows the safety plan even bringing it up in therapeutic sessions A2</p> <p>They've been very effective in providing a safe, predictable and accepting environment. The school has remained as a constant and consistent despite this young person having unstable family care arrangements. As a result, this young person appears to have greater self-confidence to attempt learning tasks and greater trust that adults can be safe and comforting when emotions are overwhelming A3</p>

<p><b>Communication &amp; Transparency</b></p>	<p>four simple colours. Then, you have the corresponding strategies that go with the emotion, and they are presented visually. It gives these kids every chance to be able to self-regulate, and go, all right, I'm yellow zone, this is the strategy, I can see it, I can do it. E2</p> <p>It's these ideas of honesty and transparency . . . not. . . push[ing] through to get anywhere in your career; like it's the opposite of that (E5)</p> <p>I love ReLATE circles because I really get a sense of what everybody else is doing, who might need me, who I can say who I might need. And, from the top as well, it's transparent. There're no silos, you can see when someone high up in leadership is feeling stressed, is needing more support, and wherever you are in the hierarchy it doesn't matter, the idea is it's a circle, it's not a ladder. And that, I think, really fosters community spirit E2</p>	<p>The teachers communicate pretty well. I know they have meetings and stuff every day ... Sometimes students get annoyed with each other, but that would happen at any school. But before anything like... teachers know who to put with who, if you know what I mean S11</p> <p>Instead of keeping your thoughts in your head and not sharing, you actually communicate and branch out and help, and say your ideas. Where you actually take responsibility on what you say out loud S1</p> <p>The community meetings help people express what they are feeling really. Some people don't like doing it, but I always do it and people always just are able to speak about it. And when you speak about it the teachers and even the students know how to act around you; it's also the smaller classes that it's easier to say that and actually be heard S12</p> <p>The community meeting helps others learn how we're feeling, so they can do the best to accommodate how we're feeling and all that S4</p>	<p>...4 people in class having trouble with one child at the moment and it's not going well; it's just because of that one child G9</p> <p>We had an incident a while back where my son was getting called names here, and it had been going on for months and they were on to it. Really, really good. And they were so sorry, and they'd called me after hours about it and they were more than sorry, apologetic. Anything that they can do, let them know. The way the parent feels is always considered. And the way the student feels is always considered G6</p> <p>Yes, there's a lot of open communication instead of waiting until an SSG or wait until there has to be a big care meeting G4</p> <p>It's a little bit of a different way of talking to them, as well, I find here. Rather than just letting my child tell me all the negative, they'll say, do you remember when this happened, or do you think that they actually thought this way? And then you've got the child going, oh yes, maybe. Taking that step back and thinking a little bit differently, turn it around and make them think about it from a different angle, and that works for these kids G5</p>	<p>I feel like the pupil was kept well informed of the conversations that were happening with myself and his teacher, I felt it was very transparent – you want to return to this [mainstream school] I and so here are the behaviours we want to see to make that achieve that A2</p> <p>The school have worked closely with me for a number of students and regularly communicated via email, phone or in care team meetings about the functioning of the young person at the time. Care team meetings have been welcomed and arranged promptly A3</p> <p>We've had meetings there with a range of staff, wellbeing, other agencies, psychologist and been good at that A1</p> <p>Those face to face meetings are really important. I've found the communication with the teacher was really good about how the student was doing attendance is great or this is great A2</p>
<p><b>Social-Emotional Capacity &amp; Wellbeing</b></p>	<p>Daily, it can be really challenging. You've got to have that self-care. We check in with each other, checking in on the bigger blue scale. Sometimes the workload can be phenomenal' EDFG3.2</p> <p>So that whole idea of that burnout and vicarious trauma is big. We have that health focus as really important to try and instil in students and ourselves. Not smoking, eating well, drinking well, move your body, your thoughts that are going in each day, all this thing now with energetic spirits, tracking that E10</p> <p>We're aware of how transference of anxiety from kids to teachers and that there can be a contagion effect with incidents. So, here's Johnny and on Monday he had an incident, comes back in on Wednesday, he's anxious, the teacher grows more and more anxious, there might be another incident; we try not to miss this E2</p> <p>Debriefs really important to learn why &amp; how do we need to adjust? How do we need to pivot so it's not going to happen again? At least, so we understand that student better for next time, that's an important structure.</p> <p>We promote and develop student confidence and learning. That's really the number one thing I see with the shift in</p>	<p>Because it's a lot more easy to learn here, and the teachers do a lot more, like, one-on-one. S1</p> <p>And explaining it; really explaining everything and all that S3</p> <p>If you've overreacted and you've started breaking glass, like windows, or doing something really bad. It means you would go into the meetings to talk it through and make it better S2</p>	<p>I think even with the time taken on behaviour my child has learnt more here than at the past school G1</p> <p>Fear of failure is huge and it's understood here. G2</p> <p>My son, if you said anything about learning, that's what set him off. Now, in 3 years he's gone up more than 4 levels and his behaviour is settled G4</p> <p>My son's, growth, emotionally, has been really good. Physically, he's been encouraged to do a lot of things, even if he doesn't want to. But he'll have a go. So, he told me recently he can ride a bike. He never wanted to ride a bike. Ever. But now he can ride a bike and he's really excited about that G6</p>	<p>The high staff to student ration and smaller class size, [give] the capacity to give that real one on one and allow the student space when needed and not just focusing on the standard numeracy and traditional learning things and they, yes, wellbeing, they obviously do that quite well A1</p> <p>They use the language of the Zones of Regulation well and this supports young people to develop a way to communicate their experience A3</p> <p>At MacKillop I know they have their self-regulation plans and the staff are really great at sharing with prospective students that 'you set up a safety plan for you as a student, but we also have one as a staff member that we can use, if we're in a heightened state we can use to bring ourselves down' A1</p>

	<p>motivations to actually want to come to school. I've had a student who, last year got six percent attendance, and in Term 1 this year, he was here at 100%. He didn't miss a day.</p>			
Peer support	<p>We're in a social context and we're all learning off one another, and I think the more we learn from what we're doing at the school, what does and doesn't work and reflect the better we will get (EL3)</p> <p>Colleagues will jump in and share their knowledge. I think that community spirit would help a new teacher here tremendously. E12</p>	<p>I normally communicate with my friends if I've got something going on, and then if it gets pretty bad, then I go and tell a teacher, or talk to one of the staff in the wellbeing unit S1</p>	<p>Teachers here bounce off each other's learning and are always ready to jump across to other classrooms. G7</p> <p>I think these focus groups are great, what we don't really get is to talk with other parents like this; I see other parents coming and going, but talking like this feels like we have shared experiences and could maybe learn from each-other G4</p>	<p>Professionally it's important we can all be around the work with the students, having the other agencies at the care team really helps me understand more about the child and the issues. I feel we are providing good practice, its supporting each other A2</p>
Culture of Care	<p>That's when we get to the Mecca of teaching and we sustain employment – when you get academics and wellbeing together. E5</p> <p>It's, like, students gain the ability to be okay with failure, and that's a big thing that we try and reaffirm, and it's okay to make a mistake. It doesn't define you. The next time you'll smash it and that's the biggest one for us, is a lot of these students have had negative experiences with education, with staff, with teachers, so when they do come here, there is a hesitation that is like a power struggle. It's an idea of I'm a student and you're a teacher, and I don't like teachers. E7</p> <p>I asked the student, from their perspective, to tell me about the critical incident. He didn't want to be in the gym; we didn't see that at all, we didn't hear that at all. So, it is good to be able to pick up on triggers that you've missed. And then, I think for primary kids, well for all kids, making that link between when you feel angry and you kick or punch is really helpful. And I think the <i>art</i> in it is being able to then weave that into motivation and change (E2)</p> <p>Similar things are in other schools, but they don't actually live it or breathe it. That's the difference I find at this school (E8)</p> <p>We can say oh yes, check out [my safety plan] these are what my strategies are. It places that joint importance on them instead of just saying to kids, it's important <i>you</i> have one because there's something wrong with you (EL2)</p>	<p>I've been here a long time and also I feel a community here S12</p> <p>It's smaller learning tasks and more 1:1. S11</p> <p>Other schools should have smaller classrooms, less people in one class. It's very annoying with more people around. At my old school we had 30 kids, one teacher. S12</p> <p>That everyone is actually really nice. But people just think for example, if people have anger issues, they're not going to be nice but there is a lot of people that are nice here. S1</p>	<p>Like getting a txt or call in the holidays checking-in, seeing how the kids are going, even if it's a group txt "how's everyone going?" (GFG1.2) . . . yes it's nice isn't it (GFG1.2). And "I hope the kids are looking forward to returning", just that type of thing' (GFG1.3) .. 'and, the teacher says "I'm looking forward to seeing them"; and when you tell the kids they say, "what, the teachers think about me in the school holidays, I didn't know that.."' (GFG1.4)</p> <p>Coming to this school, for me it changed me as well, so it's been good. Coming here changes your frame of mind, you become more flexible . . . (GFG2.1)</p> <p>Coming here makes you feel different about pick-up times as well, it's not tension (GFG2.3)</p> <p>Everyone's very welcoming. They all have a lot of nice things to say even though my child is not so nice at times. They tell you the positives, and the negatives are put like 'here's what we need to work with you on' (G8)</p>	<p>The fact the Zones of Regulation are also modelled by teaching staff such as in care team meetings is important in reducing the shame that young people with trauma may experience about certain emotions, it normalises that everybody, even adults, have feelings A3</p> <p>We have a number of boys there and one mom says she loves that her son is there and he is loving it. We value our relationship with MacKillop A4</p> <p>The relationship between MacKillop and the host school and the involvement of the host school in the PSGs is important too . . . I think its important that they see our school still supports them and is interested in how they are progressing (A2)</p> <p>So I think they are modeling the behaviours they want students to start to develop. They display a lot of empathy with the students and develop those co-operative relationships (A2)</p>
Collaboration, Mutuality, Voice, Empowerment	<p>Students have input into what's happening in the classroom, every element of what's happening in the classroom (E14)</p> <p>I think stressing those relationships with our families too is a really critical aspect of our work because they're often in that cycle of being impacted by trauma and if we can provide a safe place then we can also be able to connect them in with the support services that they might need. And help them to have a deeper understanding of what's happening to their child and the behaviours they might</p>	<p>We get to think about our own goals and then plan. Basically, one of my goals is to stay at school for 30 days (SFG2.1)</p> <p>An example is when we have sport, at the start of the term we all get to write down a whole list of what we want to do for sports (S10)</p> <p>I am hopeful for the future, but sometimes people can knock other people down about what they can achieve in life (S10)</p>	<p>We have meetings once a term. So, we discuss what is best for the child for the term which is great. I've had two meetings because my child was having difficulties, so we had another and reset things. We all discuss and put ideas out there and, in the end, [child] decides what he wants (G7)</p> <p>A lot of children leave school, because they don't feel like they're heard. And a lot of it, I believe, is to do with emotions, more than their actual learning. Because it all comes down to, if they can't read and write they just can't be bothered. And that's part of an emotion. It's low self-esteem. Where, if you</p>	<p>One student we had, being able to return to our school was a bit of a carrot, I found that boys' teacher had regular email communication so the student could see that, if I'm meeting the expectations theres a real chance I could return to where my mates are (A2)</p> <p>They were really listening to what he had to say, and the questions were well taylored to him (A1)</p>

**Diversity, Equity, & Access**

be struggling with in the home context (EL2)

We've been putting a real focus on student voice since the beginning of this year, [wellbeing staff] has been leading student voice forums with the students; I think the students are gaining an understanding of what every-one having a voice is, how to have a voice without harming others, how to respect difference and understand not everyone's wants can always be met at the same time... (E10)

Alot of these students have had negative experiences with education, with staff, with teachers, so when they do come here, there is a hesitation that is like a power struggle. It's an idea of I'm a student and you're a teacher, and I don't like teachers (E4)

It's the idea that it's for the greater good of the class, so that's the biggest struggle we feel trying to get an understanding of a community rather than a singular entity in the space, in the community (E16)

Even though we adjust our entire curriculum for our students, we still have some young people that cannot access that curriculum, that really need that one-to-one time with Education Support staff or with another staff member, that they still can't be in the classroom with another students. We're looking at how we can deliver really targeted interventions to those particular students, and how we're doing that (E5)  
TR is not one size for all, but flexible thinking and it changes your priorities. Probably that is in a nutshell. It gives you a much better perspective on what the issue is and what it may be. It changes your priorities in a school and allows you to respond to needs wholistically (E3)

I choose my goals with my teacher and in the SSG when parents come, we talk about it and agree on stuff. Things I need to work on too, that maybe I don't want to but I need to for my future so then we discuss how I can set a goal (S3)

We learn to take responsibility for what we say and about respect and that. And there's meetings, we talk about how we can do or say things differently you know, and make things better if you've been mean (S2)

I can be myself, in my culture (S7)

get to want to build your confidence, you're going to attend school (G6)

They can be firm, but never in a raised-voice way. And they're very quick to think on their feet, they have to change the way they were going to do something very quickly sometimes.... But I've found it's just the whole general approach of how they deal with them, they get what they want done without talking *at* the kids, they talk *with* them (G4)

They can tell you a behaviour that they've never seen before, and we can go, okay, where's that coming from? Instead of being told it's this, this, and this, we discuss it, you feel more of a team...(G3)

I felt so welcomed, we're here for you, we'll work as a team, if you've got any tips, if you've got any ideas' (G6)

They include culture a lot, yes, and he loves basketball, so they let him be included with basketball. It's all about him, so it's good, which is what I think is democracy (G9)

Keep schools like this around definitely. That'll be perfect for the future, for the next generation. Because then a lot of children won't fall through the cracks. They will be able to learn, regardless of if they can't read, they can't write. Or they're not very emotionally expressing themselves. They will never feel out of place (G4)

I'm only talking about my experience, but he fell between the gaps. Too clever for mainstream, not low enough in IQ for the special schools. It shouldn't go just on IQ. He had trauma early, so therefore that plays a big part in some of his behaviours. There's nowhere for them. Yes, they need... I get frustrated (G10)

In terms of allowing care team meetings with all involved, having the students there, parents, and having transparent emails back and forth with everything thats going on so, they've been quite good in my experience (A1)

They aren't a disability specific school, but whether they are diagnosed or not there are things around behaviour such as really complex trauma, they seem to focus on behaviours and not so much the diagnoses. I think probably just a bit more understanding and PD around ASD and trauma whether its diagnosed or not that may be behind the behaviour would be good to see (A1)  
Most of the families are not from strong supportive healthy fuctional backgrounds. I know the school do really well at supporting kids and families with clothing and food needs (A2)

The individualized approach to each students is important, they ease them into the school. Understanding each student and their individual needs is something they do really well ... A2

**Table S3.** ReLATE practices mapped to research themes.

Superordinate Themes		Themes				
'Care about us' (empathy, attuned connection & community)	Power together (collaboration, mutuality, authentic voice & empowerment)	Collective care, collective understanding (attitudes, knowledge & shared understanding)	Feeling matter (social-emotional capacity & wellbeing)	Trust (consistency, communication, & trustworthiness)	Tell me what I do well; plan with me to do better (strengths based, pro-active & preventative)	'I'm hopeful for the future' (diversity, inclusivity, equity & access)
Prioritizing & centring relationship	Spirit of Inquiry v educator- experts/ curiosity; knowledge humility	Knowledge of trauma & neuroscience across all school levels	Normalizing emotional experience	Prioritization of wholistic safety: physical, emotional, psychological, moral, spiritual, cultural, identity	Positive attitudes & use of language	Respecting social diversity: taught, modelled, experienced
Being present; listening deeply; privileging story;	School systems & processes support flexible approaches	Activating knowledge: building shared language & understanding i.e.: kids do well if they can (Ross Green)	Emotional literacy & capacity building – educators & students	Celebrating micro & macro gains: praising progress, effort, & persistence		
Strengths-based non-judgemental attitude	Relational focus: stakeholders are invited-in, sharing views, collective solution-finding Co-creation of meaning	Community meeting/ReLATE circle	Individual, collective & social responsibility	Active listening & checking for meaning		Indigenous & other ethnic community interaction
Calm people & environments	Co-determining 'what success looks like'; learning goals; meaningful choice	Self-reflection; collective reflection; reframing; SEL strategies; debriefs	Proactive staff & student self-regulation plans	Non-judgemental	Struggles are acknowledged & normalized; sense of supported co-journeying toward skill-building, "what can we do that gets to a better outcome next time?"	Physical environment reflects First Nations culture & heritage
Prevention; resilience-building	'Power-with' & 'power to' v 'power-over'	Shared lens on behaviour & learning; recognising chaos, dysregulation, rigidity, reactivity, & disconnection as symptoms	Self-care plans/ Co-regulation/ Zones of Regulation/ Windows of Tolerance	Consistency of relational interactions & responses to behaviour	Help-seeking & help-giving normalized	Strengths & needs considered holistically: neurodiversity, culture, identity, beliefs, historic trauma, social support
Cohesive educational team with school processes supporting consistent practice	Mutual responsibilities	Skill can develop when provide repeated achievable opportunities	Build positive sense of self	Consistent, clear, kind, & timely communication	Community Meetings /ReLATE Circles	Targeted, individualized learning experiences, obtainable, meaningful tasks & goals
Collective care - empathic 'turning-up' for each-other; wellbeing check-ins; active support	Seeking to hear each-other	Understanding impact of personal world-view/ mindset	Proactively detect & diminish sources of stress – realise, recognise, respond, resist re-triggering	Predictability, routines, structure, follow-through; universal practices; self-regulation plans Educator availability ; presence; at gate before & after school	Giving and receiving feedback	
Wholistic approach to student	Prioritizing student voice & story Decision-making transparency	Time-with v time-out			Calm & inviting environments	
Attention to relational repair following disruption		Values-based				
Leadership model connection						