Pupils' Views and Experiences of Rewards and Sanctions

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Overarching Abstract

This thesis explores the views and experiences of pupils regarding rewards and sanctions. Current UK Government guidance recommends rewards and sanctions as part of behaviour management systems. This appears to arise from the behaviourist paradigm. Behavioural approaches have been questioned, suggesting they may need further exploration. With a recent Government announcement propounding silent corridors and sanctions, this research appears particularly pertinent at a time when the Secretary of State for Education (February 2020) is considering approaches to what he terms “unruly pupils and disruption”.

Chapter 1 is a systematic review of the literature pertaining to pupils’ views of the effectiveness of rewards and sanctions. Eight journal articles were synthesised: articles obtained pupils’ views through questionnaire-based research. The review conclusions indicate that pupils find parental involvement and positive feedback to be effective rewards and parental involvement and the use of authority figures to be effective sanctions. The different individual responses suggest that a standard, single approach may not be possible.

Chapter 3 is an empirical research project, arising from the systematic literature review. Six pupils from two secondary schools in the Northeast of England were interviewed about their experiences of rewards and sanctions. Interpretative Phenomenological Analysis was used to analyse transcripts. The findings suggest three Master Themes: relationships between teachers, pupils and parents; the acknowledgement of differences and individuality; and the purpose, consistent and fair application of rewards and sanctions. These findings indicate it is not what we do but the way that we do it.

Chapter 2 links Chapters 1 and 3, reviewing my personal experiences and philosophical stance, which underpin this work. It is hoped this thesis may contribute to our understanding of how rewards and sanctions are experienced by pupils and the factors pupils identify as contributing to these systems. This may have implications for how Educational Psychologists work with schools to support pupils and how schools implement policies to support pupil behaviour.

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This is for you Dad – I love and miss you every day.

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Abstract

Rewards and sanctions in schools are currently endorsed within UK Government guidance and have been promoted for over 30 years. Despite their prolonged use, debate remains about systems that reward or penalise certain behaviours. Research into ecosystemic and relational factors, as well as extrinsic or intrinsic motivation, may bring into question behavioural techniques such as rewards and sanctions. This potentially highlights a need for further exploration of these systems.

This systematic literature review critically considers the existing research into pupils' views of the effectiveness of rewards and sanctions used in schools. The aim is to provide further understanding of these systems from those who are expected to abide by them. Findings from a synthesis of eight journal articles show a range of responses, with the concepts of parental involvement, positive feedback, power and authority and individual differences being identified.

Parental involvement appears to be recognised by pupils as an effective reward and sanction. Positive feedback in the form of good comments or marks is considered effective whereas praise is not as effective. Power interactions with authority figures are considered effective sanctions. The individual differences across and within the papers appear to suggest a single, standard approach may not be efficacious.

These findings offer an insight into pupils' views of rewards and sanctions and may therefore contribute to improving outcomes for pupils, with implications for Educational Psychology practice.

1. Introduction

Overview

Concerns over pupil behaviour (Hart, 2010) and the need for effective strategies to manage this 'challenging behaviour' (Ofsted, 2005: p4) have been widely discussed. One area of debate is about behaviour management (BM) approaches underpinned by behaviourist frameworks which focus on changing the child (Slee, 2015). Contrasting this are relational approaches that aim to provide protective factors and improve behaviour through positive relationships (Armstrong, 2018; Roffey, 2016). Within the UK, the use of BM that incorporates the use of rewards and sanctions is currently endorsed by the UK Government (DfE, 2016, 2018). The aim of this review is to systematically explore the literature relating to pupils' views of the use of rewards and sanctions. I begin this review by exploring what is meant by behaviour in schools, BM and related Government guidance. I also consider the use of rewards and sanctions and why pupils' views are important. The current review, processes involved and my findings are discussed and considered alongside relevant literature.

1.1. Behaviour in Schools

The Oxford English Dictionary (2019: p138) defines behaviour as, 'the way in which one acts or conducts oneself, especially towards others'. Other definitions of behaviour include: actions responding to different factors (Levitis, Lidicker, & Freund, 2009) or an attempt to change a particular state (Bergner, 2011). Given this, it is perhaps not surprising that the study of behaviour is diverse (Uher, 2016) and located within a number of psychological paradigms, ranging from social constructionist to behaviourist interpretations (Miller, Ferguson, & Byrne, 2000). Within schools, consideration of the underpinning psychological paradigm may influence how BM is implemented.

A social constructionist paradigm may consider behaviour to be constructed through the interactions between individuals (Pomerantz, 2005). There is not one reality, rather we understand behaviour though our individual experience and

construction (D. Jones, Monsen, & Franey, 2013). Conversely a behaviourist paradigm may consider behaviour to be taught, reinforced and deterred, through the use of behavioural methods such as reinforcements and consequences (Payne, 2015; Wheldall, 1987). In terms of behaviour in schools, the psychological paradigm underpinning an individual's interpretation may influence our understanding of that behaviour and consequently our reactions to it (Davie, 1989).

Alongside individuals' paradigms, Frederickson and Cline (2015) suggest that behaviour also needs to be understood within its sociocultural context. An individual's behaviour may be considered acceptable when it conforms to the social and cultural expectations and problematic when it deviates (E. Emerson & Einfeld, 2011; Lyons & O'Connor, 2006). This problematic behaviour may include externalised and internalised behaviours (Hinshaw, 1992; C.E. Law & Woods, 2018). Internalised behavioural difficulties may include withdrawal, anxiety or depression and concern inner emotions (Hinshaw, 1992). Externalised behavioural difficulties may include defiance, impulsivity, aggression or over activity and are commonly viewed as problematic behaviours (Hinshaw, 1992). Macleod (2010) argues that these within-child models of behaviour may be redundant, making no mention of potential sociological factors. This may attribute problematic behaviour to individual pupils (Slee, 2015) while lessening the impact of contextual and environmental factors (C. E. Law & Woods, 2019).

Educational Psychology has seen a trend away from the within-child model of behaviour towards consideration of an interaction of factors such as ecosystemic approaches (Gulliford & Miller, 2015). These approaches may consider the home and school environments as well as relationships, culture, policy and procedure (C.E. Law & Woods, 2018; Miller, 2003). They may also consider the underlying meaning behind a pupil's behaviour, such as mistrust of teachers (Delaney, 2009); anxiety about work (Nash, Schlösser, & Scarr, 2016); or experience of traumatic events (Sciaraffa, Zeanah, & Zeanah, 2018) . Given the multiple conceptualisations of problematic pupil behaviour, the need for different procedures (C.E. Law & Woods, 2018) and for teachers to understand what underpins the behaviour and so facilitate a more informed response, has been identified (C. Taylor, 2010; Youell, 2006).

By reflecting upon behaviour in school, we may consider some of the factors that influence our understanding of problematic behaviour. I will now consider how problem behaviours have been managed within UK schools.

1.2. Behaviour Management in the UK

The complexity of pupils' behaviour can make it challenging for teachers to understand their pupils' needs and any support required (A. Emerson, 2016). Combined with the multiple conceptualisations about problematic behaviour, it is not surprising that diverse BM approaches have been developed. These approaches contribute to the debate about effective BM. This debate may be related to many factors, including: exclusions from class (Lewis, Romi, & Roache, 2012); special educational needs (A. Emerson, 2016); zero tolerance (Cerrone, 1999); restorative approaches (Hopkins, 2002); rewards and sanctions (Kohn, 1999); discipline (C. Clark, 1998); or positive behaviour management (Armstrong, 2018).

According to Maguire, Ball, and Braun (2010), BM is the formal system through which a school enforces and sustains behaviour which promotes learning. Bayraktar and Dogan (2017) consider BM and its link to discipline as a method to help support learning. They report that discipline in schools is a way for the teacher to control negative pupil behaviours (Bayraktar & Dogan, 2017). Behaviour and discipline also appear related within current UK Government guidance, 'Behaviour and Discipline in Schools' (DfE, 2016). Conversely, MacAllister (2014) argues that through BM pupils are denied agency over their own education. He contends that discipline should be a personal quality to support pupils to actively direct their own learning rather than a controlling factor employed by teachers (MacAllister, 2014). This is supported by C. Clark (1998) who discusses pupils as key to their own autonomous discipline. This potential dichotomy may leave educators confused as to the most appropriate course of action.

Within the UK, schools are charged with developing and promoting positive behaviour (DfE, 2016). In order to do so they are advised to adopt BM which 'promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and which regulate the conduct of pupils' (DfE, 2016: p4). UK Government guidance has provided advice for schools over several decades. The Elton Report (DfES, 1989) was commissioned to consider 'Discipline in Schools'. It specifically mentions establishing positive relationships with pupils and parents. It also advocates the use of whole school BM, with a balance of rewards and sanctions. Since then there have been many UK Government documents regarding

pupil behaviour or BM (e.g. DfE, 1994a, 1994b, 2011, 2012, 2014, 2015; DfES, 2003; DfES, 2005, 2007a, 2007b).

More recently, 'Behaviour and Discipline in Schools' (DfE, 2016) recommends the use of rewards and sanctions for managing pupil behaviour. The wording of this document appears to support the within-child model of behaviour, stating, 'Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy.' (DfE, 2016: p8). The advice expects schools to consider fair and consistently applied responses. The expectation appears to be that behaviour should support the completion of work and encourage self-discipline (DfE, 2016). This guidance is further supported in the recent Mental Health and Behaviour in Schools document (DfE, 2018) which states, 'The vision should be underpinned by a clear system of rewards and sanctions …' (DfE, 2018: p8). This has been followed, in February 2020, by an announcement from the Secretary of State for Education regarding the formation of Behaviour Hubs (DfE, 2020). He also expressed his support for silent corridors and sanctions, for what he referred to as "unruly pupils and disruption".

Currently, schools appear to be expected to use effective BM strategies to support completion of work and pupil conduct (DfE, 2016). They are also expected to support mental wellbeing, social skills and pupils with particular needs (DfE, 2018). To achieve these aims some UK schools and authorities have adopted approaches that consider attachment principles e.g. Brighton & Hove City Council (Ahmed et al., 2018) or relational practice e.g. Monmouth Comprehensive School (2016). However, within current UK Government guidance there appears to be a continued emphasis on behaviourist approaches, including the use of rewards and sanctions.

1.3. Rewards and Sanctions

Rewards and sanctions are widely used in many schools as part of their BM (C.E. Law & Woods, 2018; Mansfield, 2007; Payne, 2015). This is not surprising given UK Government guidance (e.g. DfE, 2011; DfE, 2016, 2018). Although different synonyms may be used, such as punishments, sanctions, consequences, rewards, incentives or merits, these systems seek to encourage perceived good behaviour

and deter misbehaviour (Payne, 2015; Shreeve et al., 2002; Woods, 2008). Taken within the school context, this appears to relate to promoting behaviours that encourage completion of school work and social responsibility and reducing behaviours that detract from these (Lewis, 2001). For the purposes of this review, I will use the term rewards and sanctions.

Rewards and sanctions appear to be underpinned by the behavioural paradigm (Payne, 2015) that incorporates, 'principles of reinforcement and punishment to reduce maladaptive or inappropriate behaviours and increase adaptive behaviours' (Davis et al., 2004: p24). Rewards are intended to promote and reinforce a desired behaviour and sanctions are used to deter pupils from behaving in a way that is not supportive of the school context (Skipp & Hopwood, 2017). This appears related to the Premack Principle (Premack, 1959), where we may complete a less desirable activity in order to receive something more desirable, and so promote extrinsic motivation (Ryan & Deci, 2000a). Delaney (2009) states that for most pupils, rewards and sanctions can support positive learning environments. However, there is conflicting evidence as to the efficacy of the use of rewards and sanctions for some pupils.

Criticisms of rewards and sanctions suggest a potential negative impact on motivation and engagement (Covington, 2002; Merrett & Tang, 1994; Payne, 2015; Ryan & Deci, 2000a). By providing external rewards or sanctions, pupils are extrinsically motivated which may have a damaging effect on their intrinsic motivation (Ryan & Deci, 2000b). Their use may also support the notion of teacher power through the decision to bestow or withdraw (C. Clark, 1998) and promote an authoritarian stance (Slee, 2015). Their inflexibility may detract from protective factors and may increase student disaffection (Roffey, 2016). Rewards and sanctions may also devalue pupil individuality, autonomy, sense of justice and peer relationships (Evans, Harden, & Thomas, 2004; Woods, 2008). Yet the consistency of approaches such as Assertive Discipline (Canter, 2009) – which encourages the use of rewards and sanctions - has been reported to support staff and pupils' expectations about behaviour (Birch, 1999). Bennett (2017) contends that rewards and sanctions are 'essential' to promote positive behaviour (p40) but should be implemented with 'compassion, high expectations and wisdom' (p41). By promoting compliance, Bennett (2017) suggests that autonomy and independence can be achieved and intrinsic motivators can be utilised. Research also suggests rewards

and sanctions support a reduction in discipline problems (Evans et al., 2004; Mandlebau, Russell, Krouse, & Gonter, 1983) and an increase in appropriate pupil behaviour and teachers' use of positive feedback (Swinson & Cording, 2002). More recently, the Education Endowment Foundation identified rewards and sanctions as motivating for pupils (Rhodes & Long, 2019). These contradictory research claims suggest that there is some uncertainty about the effects of rewards and sanctions within schools.

The conflicting evidence about the potential efficacy of rewards and sanctions may raise the question of who finds them effective. Caffyn (1989) found concordance between pupils' and teachers' perceptions of rewards and sanctions whereas Harrop and Williams (1992) did not. Similarly research has shown disagreement between parents and pupils over the efficacy of school sanctions (Miller, Ferguson, & Simpson, 1998). By accessing pupils' views, we may further elucidate how those who are expected to comply with it, perceive this BM technique.

1.4. Pupils' Views

My research is concerned with the views of pupils. This stems from my current position as a Trainee Educational Psychologist (TEP) combined with my previous role as a class teacher. I feel it is important to recognise and respond to the views of all those involved in education. However, from my experience it appears that pupils' views can sometimes be overlooked. It is hoped that by exploring pupils' views in more detail, this review can follow others in rebalancing this situation.

In 1989, the United Nations Convention on the Rights of the Child (Article 12) stated children should have the right to express their views on matters that affect them. Thorson (1996) argues that by listening to adults only, misperceptions and misunderstandings may arise. Likewise, Sellman (2009) considers both pupils and teachers as able to provide information relating to what is effective in schools. Working with children with regards to behaviour in school was promoted by The Elton Report (DfES, 1989) which stated, 'Head teachers and teachers should encourage the active participation of pupils in shaping and reviewing the school's behaviour policy in order to foster a sense of collective commitment to it.' (DfES, 1989: p36)

Notably, mention of pupils' views about behaviour is missing from Behaviour and Discipline in Schools (DfE, 2016), but returns in the Mental Health and Behaviour in Schools document (DfE, 2018), suggesting a change of emphasis when considering pupils' mental health rather than just school discipline. Listening to pupils may mean that their unique experience can be heard and more effective school reforms may be developed (Mager & Nowak, 2012). However, it is important to be aware that listening to the opinions of pupils may not include seeking genuine participation (Sellman, 2009). Consideration of pupils' views needs to be paired with heeding what is said (Davie, 1993), for true collaboration to occur. This collaboration fits with the role of Educational Psychologists (EP) and how they work with pupils (Gersch, Lipscomb, & Potton, 2017).

1.5. Rationale and Aims

The aim of this systematic literature review is to systematically identify research and synthesise the information on what is known of pupils' views about the effectiveness of rewards and sanctions.

Given the UK Government's continuing emphasis on a disputed behaviourist approach (DfE, 2016, 2018), exploring pupils' views may support our understanding of the efficacy of rewards and sanctions from those who experience them. For the purposes of this systematic literature review the question is**:**

What is known about pupils' views of the effectiveness of rewards and sanctions used in schools?

2. Method

This systematic literature review was carried out using the seven stage model suggested by Petticrew and Roberts (2006: Table 1), which provides a clear transparent review procedure. I recognise that there is a risk of giving a false certainty when synthesising evidence (Cornish, 2015). As such, my conclusions should be considered in light of my interpretations, as fits my critical realist epistemological stance.

Table 1: 7-Stage Model of Systematic Literature Reviews (Petticrew & Roberts, 2006)

Stage	Process Method	Location in Review
Stage 1	Clearly define the question that the review is setting out to answer	Introduction: Rationale and Aims
Stage 2	Determine the types of studies that need to be located in order to answer the question	Method
Stage 3	Carry out a comprehensive literature search to locate those studies	Method
Stage 4	Screen the results of that search (which ones meet the inclusion criteria/can be excluded by the exclusion criteria)	Method
Stage 5	Critically appraise the included studies	Method
Stage 6	Synthesise the studies' findings	Method
Stage 7	Disseminate the findings of the review	Findings and Discussion

I will now present the process and the findings of this review using the stages of Petticrew and Roberts's (2006) model.

2.1. Stage 2: Determine the types of studies needed

The search for relevant literature was carried out using the terms in Table 2**.** The search was iterative and search terms were refined through scoping and initial searches. Online thesauri were used to explore different synonyms for the search terms to improve the sensitivity of the search.

Table 2: Key Search Terms

Key Word	Search Terms
Pupil	Pupil*[1] OR student* OR learner* OR teenager* OR adolescent* OR emerging adult* OR youth* OR teen* OR young adult* OR child*
Views	View* OR perception* OR experience* OR opinion* OR attitude* OR feeling* OR viewpoint* OR perspective*
"Behaviour policies"	"behavio* polic*" OR "discipline polic*" OR "classroom management" OR "classroom behavio*"
Rewards and Sanctions	Reward* OR sanction* OR consequence* OR punishment* OR merit* OR incentive* OR demerit* OR reprimand* OR deterrent* OR penalt*

[1] The asterisk (*) is used to find different word endings and so increase the sensitivity of the search. For example, teen* will find the words teen, teens, teenager, teenagers

2.2. Stage 3: Locate the studies

Searches were carried out in August and September 2018 using the electronic databases detailed in Table 3. These were selected due to their relevance within my chosen field of study. They provide a broad range of published research.

Table 3: Database Searches

Electronic Database	Any additional sources within database
Eric (EBSCO)	British Education Index; Child Development and Adolescent Studies; Teacher Reference Center
Scopus	None
OVID (PsycINFO)	None
Web of Science	Education/Educational Research; Psychology Educational; Psychology Developmental; Family Studies, Psychology Multidisciplinary; Education Scientific Discipline; Psychology Social; Psychology; Psychology Applied; Psychology Clinical; Education Special; Multidiscipline Science; Psychology Experimental; Behavioural Science
Taylor and Francis Online	Educational Psychology – an international journal of experimental educational psychology; Educational Psychology in Practice; International journal of School and Educational Psychology; Educational Psychologist; Journal of Educational and Psychological Consultation; Pastoral Care in Education; International Journal of Adolescence and Youth; Journal of School Violence; Educational Research; Educational research and Evaluation; British Journal of Educational Studies; The Journal of Educational Research; Emotional and Behavioural Difficulties; Journal of Organizational Behavior Management; Multivariate Behavioral Research; Advances in School Mental Health Promotion

To reduce publication bias (Field & Gillett, 2010), searches were also conducted for unpublished research. These included Newcastle University theses, www.opengrey.eu and www.openthesis.org, using the same search terms. Finally, a hand search of copies of Educational and Child Psychology was conducted, selected given its relevance to my chosen field of study. The number of editions looked at was restricted by availability.

2.3. Stage 4: Screen the results of the searches

Petticrew and Roberts (2006) suggest that inclusion and exclusion criteria may detail the types of study, intervention, population and outcomes that are eligible for the in-depth review or not. For the purpose of this review, the inclusion and exclusion criteria for the studies are detailed in Tables 4 and 5.

2.3.1. Specific Inclusion Criteria

Table 4: Inclusion Criteria

Criteria	Reason for inclusion
Inclusion of pupils' views as an independent finding	It is the pupils' views of rewards and sanctions that this study wishes to address. Studies which included both pupils' and adults' views (teachers or parents) were not excluded, provided the pupils' views were reported separately.
Views of the effectiveness of rewards and sanctions (or synonyms of these)	It is the pupils' views of rewards and sanctions as a whole system that this study wishes to address. Individual rewards and sanctions were not independently searched for as the potential list was too exhaustive for the purposes and time scale of this systematic literature review.
Rewards and sanctions are part of a school or educational setting	It is the use of rewards and sanctions in schools that this study wishes to address.

2.3.2. Specific Exclusion Criteria

Table 5: Exclusion Criteria

Criteria	Reason for exclusion
Pre Elton Report (1989)	Studies conducted prior to the publication of The Elton Report (DfES, 1989) were excluded. The Elton Report is a key UK Government document that was primarily concerned with behaviour in schools and directly identifies rewards and sanctions. By examining studies after this report, we may consider changes that have occurred since its publication.
Study Language	Studies not published in English are excluded, for ease of access.
Cultural Differences	Studies that took place in a non-western society are excluded. This exclusion criterion was applied because of possible cultural differences relating to the use of rewards and sanctions in schools and how they are perceived within a particular society (Light, 1980).

147 potentially relevant studies were found, including 36 duplicates. The remaining 111 studies were considered according to their relevance to the inclusion and exclusion criteria. This reduced the relevant studies to five. A citation search (reference harvesting) was carried out on the remaining studies and a further three relevant studies were identified, producing a final list of eight relevant studies. For a brief graphic summary of the review process, please see Appendix 1.

2.4. Stage 5: Critically appraise the included studies

Following the process outlined by Petticrew and Roberts (2006), all eight studies were then critically appraised and their results synthesised.

2.4.1. Description of qualifying studies

The eight studies were initially mapped with a focus on:

- Participants – the number, age range and gender
- Context – country of origin and context for study e.g. type of school
- Focus – the research question
- Design – data gathering e.g. questionnaire or focus group
- Method/Source of Evidence – rankings or descriptors
- Findings – reported data and summaries, e.g. percentages/mean ranks or interpretations

This information is provided (as available) in Table 6. This provides a broad description of the qualifying studies within their contexts.

2.4.2. Assessing study quality and Weight of Evidence (WoE)

Quality was assessed using the EPPI-Centre's Weight of Evidence (WoE) tool (Gough, 2007). Although evaluative judgements are made, the WoE tool decisions can be made explicit and judgements can be clarified. Each study is appraised on twelve questions. Quality is then assessed through an overall WoE rating of high, medium or low quality based on three final questions:

A – The trustworthiness of the results (This considers methodological quality and research design issues)

B – The appropriateness of the use of a particular study design (This considers methodological relevance for addressing the systematic review's research question)

C – The appropriateness of the focus of the research in terms of relevance to review question

An overall judgement (D) is then made based on the responses to A, B and C.

The WoE judgements for all eight studies can be found in Appendix 2. A summary of the WoE findings is in Table 7.

Table 6: Summary of the Studies

Study	Participants			Context	Focus	Design	Method/ Source of Evidence	Findings
	Number	Age	Gender					
Caffyn (1989)	510 pupils 99 teachers	13-15 years	Equal numbers reported but no precise quantity of each given	Four mixed British comprehensive schools	To investigate the attitudes of both teachers and pupils towards rewards and punishments & To compare opinions of teachers and pupils	All participants completed a questionnaire	The questionnaire: four scenarios relating to reward & punishment for work/behaviour. Participants rated how successful a list of strategies would be in for a given scenario. Participants asked to identify the two most effective strategies.	The % of pupils (and teachers) who rated a reward or punishment as 'very' or 'quite successful' is reported. The three most and least effective rewards or punishments were given as % Differences between teachers and pupils and between schools were looked at. Most effective reward: A good school report 93% Most effective punishment: Parents being asked to come into school 74%
Harrop and Holmes (1993)	149 pupils 6 teachers	9-11 years	74 girls 75 boys	Two primary schools in urban settings, three classes from each school and their class teachers	To compare pupil rankings of given rewards and punishments with teachers' perceived rankings of their pupils' views	All participants completed a questionnaire	The questionnaire: pupils rank a list of rewards and punishments from 1 to 10 (1 = most effective, 10 = least effective). The teachers ranked the same rewards and punishments in terms of what they thought the pupils would think.	The mean ranks for the order of preferences of rewards & punishments (for boys & girls) is reported. The correlation coefficients between the teachers' and their pupils' responses were calculated. The correlation coefficients between schools and genders were calculated. The teachers' rankings of rewards and punishments is included. Most preferred reward – Good marks (boys) and A special certificate (girls) Most effective punishment – Being stopped from going on a school trip (boys) and Parents informed of your bad behaviour (girls)
Harrop & Williams (1992)	181 pupils 8 teachers	9-11 years	84 boys 97 girls	Two primary schools in Liverpool, four classes in each school and their teachers	To compare teachers' usage of rewards and punishments with pupils' views of their effectiveness	All participants completed a questionnaire	Pupils ranked the 10 rewards and punishments in order of effectiveness (1 = most effective, 10 = least effective). Teachers ranked the 10 rewards and punishments in order of usefulness (1 = most useful, 10 = least useful)	The mean order of effectiveness (for pupils), for rewards and punishments, and the mean order of usefulness (for teachers) is reported. Spearman's rank correlation coefficients were calculated between the means of teachers' rankings and the means of their pupils' rankings for both rewards and punishments. Most effective reward – Parents informed about your good behaviour. Most effective punishment – Parents informed about naughty behaviour.

Study	Participants			Context	Focus	Design	Method/ Source of Evidence	Findings
	Number	Age	Gender					
Infantino & Little (2005)	350 students	Mean age of 13.8 years	97 males 253 females	Three Australian secondary schools within Victoria	To examine students' perceptions of troublesome behaviour and the effectiveness of different disciplinary methods	All participants completed a questionnaire	The questionnaire had four sections. Section 1: general demographic details Section 2: most troublesome and frequent disruptive behaviours identified by pupils Sections 3 & 4: pupils ranked deterrents and incentives	Pupils mean rank order of perceived effectiveness of different incentives and deterrents were provided. Pupils' % preference to different presentations of praise and reprimands is provided. % of listed behaviours perceived by students to be most troublesome is reported. Percentages of students' perceptions of the most frequent disruptive behaviours (Junior and Middle) is reported. Differences between genders are reported for: Good mark, letter home, teacher praise, prize and class outing Differences between gender for reprimanded quietly (female) and reprimanded loudly (males) Most effective incentive – Receiving a good mark for written work – 7.55 (mean rank) Most effective deterrent – Given a detention after school – 6.89 (mean rank)
Merrett & Tang (1994)	1779 pupils	8-11 years	939 boys 840 girls	Eighteen junior/primary schools chosen randomly from one local authority in the UK	To examine the preferences and effectiveness of praise, rewards, punishments and reprimands as considered by primary school pupils in the UK	All participants completed a questionnaire	A Praise, Rewards, Punishments and Reprimands (PRPR) attitude questionnaire was designed and field-tested specifically for this study. The questionnaire: 15 questions requiring a selected answer or ranked answer	The % of responses is reported for some questions. A general overview is provided. Statistically significant differences were between genders and age groups. Greater preference for rewards for academic work (84%) than for behaviour (68%). A letter home was most popular for work and behaviour. An unfavourable letter home and Being sent to the head teacher were the most effective punishments.
Miller, Ferguson & Simpson (1998)	49 pupils	8 years 5 months – 11 years 5 months (mean age = 10 years 2 months)	25 boys 24 girls	One primary school in the East Midlands, UK	To examine parental perspectives on rewards and punishments and compare these to their children's and their children's teachers' perspectives	All participants completed a questionnaire	The questionnaire: provided a set of 'flash cards', with 19 rewards and punishments. Participants placed cards in order (most effective = top, least effective = bottom). Parents were asked to rank the same rewards and punishments in terms of usefulness.	The mean ranks and order of effectiveness (for pupils), for rewards and punishments, and the mean ranks and order of usefulness (for parents) is reported. Teachers' views are also compared with parents and pupils to consider if there are any significant differences. Kendall's Tau was calculated for the ordering by the parent and pupil groups. Most effective reward – Good marks. Most effective punishment – Being stopped from going on a class trip.

Study	Participants			Context	Focus	Design	Method/ Source of Evidence	Findings
	Number	Age	Gender					
Payne (2015)	426 pupils (240 from year 7; 186 from year 11)	Year 7: 11-12 years Year 11: 15-16 years	Not reported	A mixed sex comprehensive school in the UK	This is part of a larger study exploring teachers' classroom language in relation to pupils' social behaviour. This section looks at the efficacy of rewards and sanctions according to the pupils.	All participants completed a questionnaire	The questionnaire: participants indicated how they would respond to 18 given scenarios. Participants were asked to tick responses from a given list.	The findings were reported as a % for both Y7 and Y11 pupils for each of the responses. The scenarios were grouped according to type of reward or punishment for the analysis. Three scenarios were removed during analysis due to ambiguity. Key findings were related for pupils' behaviour and academic performance. Verbal warnings and contacting parents are in the top three for Y7 and Y11 for behaving well. Only positive feedback to parents promotes good behaviour. Negative feedback on work is the greatest motivator for working hard. Contact with parents promotes hard work in Y7 and Y11.
Shreeve, Boddington, Bernard, Brown, Clarke, Dean, Elkins, Kemp, Lees, Miller Oakley & Shiret (2002)	749 students completed the questionnaire 29 students were interviewed 26 teachers were interviewed	11-18 years	Not reported	Seven schools in Norwich, England (two 11-18 high schools, four 12-18 high schools, 1 residential school for boys with emotional and behavioural difficulties)	To investigate the way in which rewards and sanctions may or may not encourage students to engage in learning and change their behaviour.	A review of the literature; an analysis of policy documents; a student questionnaire; teacher interviews; classroom observation and pupil interviews were all utilised in this study	Each school in study was examined in terms of their systems, their documentation and their policies for rewards and penalties. The questionnaire: Pupils selected a response regarding the effectiveness of a reward or penalty used by their school. The responses offered included: Yes, No, don't know	Descriptions of the school systems for rewards and penalties, documentation and policies are provided. Students' perceptions of effective rewards and penalties are given in terms of percentages. Gender differences are discussed. What rewards do you think will be effective? Highest responses Y8 'Gifts' - 73.9% Y9 'Gifts' – 80.1% Y10 'Gifts' – 82.0% What penalties do you think would have an effect on effort or behaviour? Highest responses Y8 'Letter or phone call to parents' – 60.1% Y9 'After school detention' – 58.5% Y10 'After school detention' – 62.3%

Table 7: Summary of WoE Findings

Key: Red – Low quality; Yellow – Medium quality; Green – High quality

Weight of Evidence Summary Papers	Weight of evidence A: Can the study findings be trusted in answering the study question?	Weight of evidence B: Appropriateness of research design & analysis for addressing this SLR research question?	Weight of evidence C: Relevance of particular focus of the study for addressing this systematic literature reviews research question?	Overall Weight of Evidence rating (WoE)
Caffyn (1989)	Medium trustworthiness	Medium	Medium	Medium
Harrop & Holmes (1993)	Medium trustworthiness	Medium	Medium	Medium
Harrop & Williams (1992)	Low trustworthiness	Medium	Medium	Medium / Low
Infantino & Little (2005)	High trustworthiness	High	High	High
Merrett & Tang (1994)	Medium trustworthiness	Medium	Medium	Medium
Miller, Ferguson & Simpson (1998)	High trustworthiness	High	High	High
Payne (2015)	Medium trustworthiness	High	High	Medium / High
Shreeve, Boddington, Bernard, Brown, Clarke, Dean, Elkins, Kemp, Lees, Miller Oakley & Shiret (2002)	Low trustworthiness	Low	Medium	Low

Based on: EPPI-Centre (2007) Review Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research. Version 2.0 London: EPPI-Centre, Social Science Research Unit.

2.5. Stage 6: Synthesise the studies

The heterogeneity of the eight reviewed studies made the synthesis of the studies' findings complex. Table 6 shows variation in the focus of the studies reviewed, although all provide data on pupils' views of rewards and sanctions. The relevant sections of the papers examined provide descriptive data, as either percentages or ranked means. The data are summarised with the purpose of describing what occurred in the study (Bagley Thompson, 2009). Descriptive statistics can be used to compare results from one study with another and may help identify common characteristics between studies (Bagley Thompson, 2009). The data relevant to this review did not support a calculated effect size as they were not concerned with the relationship between at least two variables (G. R. Taylor, 2005).

To facilitate synthesis of the studies, two methods were selected - textual narrative and descriptive data analysis, given their usefulness in synthesising different types of research (Lucas, Baird, Arai, Law, & Roberts, 2007) and inductive approaches (Barnett-Page & Thomas, 2009). Textual narrative involves reporting on study characteristics. The differences and similarities across the studies can then be examined (Lucas et al., 2007). Descriptive data analysis uses description and summary to compare data from studies (Bagley Thompson, 2009) . These methods enabled discussion about the homogeneity of the results. They also supported analysis of the whole data set. Table 8 outlines the process of synthesis. I will then consider my synthesis findings.

Table 8: Process of Synthesis

Step	Process of Synthesis
Textual Narrative	
Consideration of general characteristics of studies	Identification of similarities and differences across the papers, including context, participants and sample size
Consideration of experimental design and rigour	Examination of the experimental design (including the questionnaires used) and the rigour used across the papers.
Descriptive Data Analysis	
Calculate mean results for each reward and sanction within each paper	Where more than one statistic was given for a reward or sanction in a single paper, the mean was calculated (Appendix 3). The mean provides a measure of central tendency for each reward and sanction (Bagley Thompson, 2009). The mean was selected to provide an average where more than one statistic was provided for a single reward or sanction (e.g. for boys & girls, different year groups or behave well/work well).
Rank the overall results for each reward and sanction within each paper	Rank the results of each paper to provide an order of effectiveness for the rewards and sanctions (Appendix 3). This was based on the mean result of the reported measure of effectiveness.
Group rewards and sanctions across all papers	Organisation of the rewards and sanctions into groups according to the wording and the information provided in the papers.
Calculate the median for each reward and sanction that appears in 4 or more studies across all the papers	Calculate the median (a measure of central tendency) for the ranked order of rewards and sanctions that occurred across four or more of the papers (Table 10 and Table 11) By considering the rewards and sanctions present in at least half of the papers, further understanding of the more prevalent rewards and sanctions, within the research reviewed would be achieved. The median was selected as all the data was ordinal and it enables description of the whole dataset within a single measure that represents the centre of its distribution (Bagley Thompson, 2009).
Create box plots for each reward and sanction that appears in 4 or more studies across all the papers	Review the distribution and variability of the scores (Bagley Thompson, 2009) by creating box plots for those rewards and sanctions that were present in four or more studies (Appendix 4). A box plot would not have been efficacious for rewards and sanctions that appeared less than four times due to the small sample size.

3. Findings

I will begin with the textual narrative analysis, which has been organised into general characteristics, experimental design and research rigour. This approach has been chosen as it allows for studies to be organised into more homogenous groups (Barnett-Page & Thomas, 2009).

3.1. General characteristics of studies within review

Seven of the studies examined in this review were conducted within the United Kingdom and one in Australia (Infantino & Little, 2005). All studies took place within school settings - four within secondary schools, including one same-sex Catholic school (Infantino & Little, 2005) and one residential school for boys with 'emotional and behavioural difficulties' (Shreeve et al., 2002: p242). The other studies took place within junior/primary schools. Rousseau and Fried (2001) argue that contextual differences can produce conflicting findings. The different school settings both within and across the studies may therefore have a bearing on the responses of the participants. How rewards and sanctions were applied and experienced may need to be acknowledged to ensure greater understanding of context and responses of participants (Rousseau & Fried, 2001).

Sample sizes ranged from 49 to 1779, with a median of 388. Six studies reported numbers of male and female participants, two did not (Payne, 2015; Shreeve et al., 2002). Four studies considered differences in responses between male and female participants. Given the purpose of this review, gender differences have not been explored. However, it is recognised that gender and individual differences may affect the responses from participants.

Within four studies, participants were aged from 8 years to 11 years old, attending Year 4, 5 or 6 in their respective schools. Another study worked with pupils aged from 12 to 18 years (Infantino & Little, 2005), though participant numbers varied across year groups. Pupils from Year 7 (aged 11-12) and Year 11 (aged 15-16) worked with Payne (2015) to provide insight into perspectives of different age groups. Pupils aged between 13 and 15 years were selected by Caffyn (1989), although no

reason is provided for this. Three studies explicitly looked at differences in responses between year groups. However, this review is not considering differences that may be present between older and younger participants.

3.2. Experimental design of studies within review

The studies used questionnaires to investigate pupils' views of the effectiveness of proposed rewards and sanctions. The heterogeneity between the questionnaires made synthesising the data more complex. The same questions or rewards and sanctions were not used across the eight studies. Table 9 summarises each questionnaire style and which parts are relevant to this review.

As Table 6 shows, the focus of the studies differs. This further complicates synthesis. To provide consistency, I combined data relating to behaving well and working well. Additionally, similar rewards and sanctions were grouped based on wording or descriptions within the papers. I compared rewards and sanctions across the papers and used my own judgement to group them (Appendix 3). I reviewed this grouping on separate occasions to consider its accuracy. This was considered appropriate as the rewards and sanctions were already interpretations of the author(s). I recognise that my conceptualisation may have been different from that of the author(s). Equally, the author(s) and my conceptualisation may have been different from that of the participants in the studies.

Table 9: Questionnaire Descriptions

Paper	Questionnaire Description	Responses used in this Review
Caffyn (1989)	Asked pupils to select 'very successful', 'quite successful', 'not very successful', 'not at all successful' or 'I don't know' for a list of rewards and sanctions, offered across 4 scenarios (Encourage a pupil to keep working hard; encourage a pupil to keep behaving well; encourage a pupil to work harder; and encourage a pupil to behave better).	For the purpose of this review, I have considered the responses related to 'very successful' or 'quite successful' as these measures were reported in the study. I combined the results for behave well and work well to provide an overall mean percentage of how many pupils found a reward or sanction to be successful.
Harrop & Holmes (1993)	Provided a list of 10 rewards and 10 sanctions. Pupils were asked to rank them from 1 to 10 in terms of 'helping themselves to work and behave better in school', with 1 being the most effective and 10 the least effective. Boys and girls were reported separately.	For the purpose of this review I combined the results from the boys and girls to provide an overall rank of the given rewards and sanctions.
Harrop & Williams (1992)	Provided a list of 10 rewards and 10 sanctions. Pupils were asked to rank them according to what they felt would 'help you to work better'. The rank was from 1 to 10 and the mean order of effectiveness was reported.	All responses were considered in this review, providing the rank order of the given rewards and sanctions
Infantino & Little (2005)	Required pupils to rank, in order of perceived effectiveness, different rewards and sanctions.	All responses were considered in this review, providing the rank order of given rewards and sanctions.
Merrett & Tang (1994)	Asked pupils in different year groups to select a response with regards to: how often they should receive a certain reward for good work or good behaviour; which reward they would prefer for work or behaviour; which sanction would make them work harder or behave; whether loud or quiet praise was preferable; whether a loud or quiet 'telling off' would improve work or behaviour; who they were trying to please in class; and whether the amount of praise or sanction they received was right for them.	For the purpose of this review, I have just considered the results relating to pupils' views of rewards and sanctions. I combined the results from the different year groups to provide an overall percentage (where provided) of how many pupils found a reward/sanction to be effective.
Miller, Ferguson & Simpson (1998)	Provided 9 rewards and 10 sanctions on their questionnaire in the form of flash cards. Required pupils to rank the provided list of rewards and sanctions by placing them in order.	All pupil responses were considered in this review, providing the rank order of the given rewards and sanctions
Payne (2015)	Provided pupils in Year 7 and in Year 11 with a list of 18 scenarios and asked them to select a response from: 'like the teacher', 'do less work', 'behave well', 'mess about', 'switch off completely', 'stay quiet', 'dislike the teacher' and 'work hard'.	To support consistency across the papers, I have just considered the responses for 'behave well' and 'work hard'. I combined the results from the different year groups to provide an overall percentage of how many pupils found a reward/sanction to be effective.
Shreeve et al (2002)	Provided pupils in Year 8, Year 9 and Year 10 with a list of rewards and asked, 'What rewards do you think would be effective?' They were also provided with a list of sanctions and asked, 'What penalties do you think would have an effect on your effort and behaviour?' Pupils had to select from 'yes', 'no' or 'don't know'.	For the purpose of this review, I combined the results from each year group to provide an overall percentage of how many pupils found a reward or sanction to be effective.

3.3. Research rigour

The WoE Tool (Appendix 2) provides information on research rigour employed in the studies. Further considerations are discussed below.

No authors report any bias or conflict of interest within their studies. However, it is interesting to note for two studies the author had also written 'Behaviour Modification in the Classroom' (Harrop, 1983). Another study was written by the co-author of works including, 'The Behavioural Approach to Teaching Package' (Wheldall, Merrett, & Borg, 1985) and 'The Behavioural Approach to Teaching Secondary Aged Children' (Wheldall, Houghton, Merrett, & Baddeley, 1989). Examinations of these works suggests a preference for behavioural psychology, which includes the use of rewards and sanctions, although this may be indicative of the era when these studies were written. Whilst this may not have led to any author bias, acknowledgement of an interest would provide additional clarity and reliability.

An additional potential bias is also present in Shreeve et al's (2002) study, within which the participants attended the schools where the co-authors work. Consequently, this study may have been affected by response bias, as participants knew the researchers and/or interview bias as the researchers may be affected by their knowledge of participants. Whilst there was acknowledgement of the authors' dual role, there was no indication of any precautionary measures to remove bias or substantiate findings independently.

I will now look at what the descriptive data analysis of the eight studies may show.

3.4. Descriptive data analysis

To synthesise the findings from the review's studies, I used descriptive data analysis (Bagley Thompson, 2009; Haneem, Ali, Kama, & Basri, 2017). The procedure I followed is outlined in Table 8. The descriptive data analyses for all eight studies are provided in Appendix 3. These have been separated into Rewards and Sanctions for ease of analysis.

3.4.1. Rewards

The median results for the ranked order of effectiveness, for the eight rewards that were present in four or more of the papers, found ‘Parents being told about good behaviour’ to be the most effective reward. This was followed by ‘Good marks’ then ‘Good comments’. The least effective reward was ‘Receiving public praise’. The results are shown in Table 10: a lower median indicates higher perceived effectiveness.

Table 10: Data Analysis for Rewards

Reward	Median	Number of papers reward is present in
Parents informed about good behaviour	2.0	8
Good marks	2.5	6
Good comments	3.0	4
Given free time	4.0	4
Gifts	6.0	5
Private praise	7.0	7
Merits	7.0	5
Public praise	7.0	7

The box plot results demonstrate the distribution of the data (Appendix 4). The results for ‘Parents informed about good behaviour’, ‘Good comments on work’ and ‘Given free time’ show an inclination towards being viewed as more effective. ‘Merits’ and ‘Gifts’ show an inclination towards less effective. The other rewards are evenly distributed.

These eight results provide information on the most prevalent rewards across the eight papers. They also provide an understanding of pupils’ views on the relative effectiveness for these rewards. However, consideration of rewards that were present in three or less of the studies should also be given. From the evidence within the papers, a ‘Good report’ was considered an effective reward, being placed first and second in the two papers it appeared in. One reward shows inconsistent results (‘Special certificate’ placed first and sixth). The other rewards are placed below the top three within all the papers, indicating pupils may view them as less effective (Appendix 3).

3.4.2. Sanctions

The median for the ranked order of effectiveness, for the nine sanctions present in four or more papers, found ‘Parents informed about bad behaviour’ to be the most effective sanction. ‘Being stopped from going on a class trip’ and ‘Being sent to the head teacher or year head’ were the next two effective sanctions according to the median data. The least effective sanction was ‘Detention at break time’. The results are shown in Table 11: a lower median indicates higher perceived effectiveness.

Table 11: Data Analysis for Sanctions

Sanction	Median	Number of papers sanction is present in
Parents informed about bad behaviour	2.0	7
Stopped from going on a class trip	2.5	4
Sent to the head teacher or year head	3.0	6
Extra work given	5.5	4
Detention after school	6.0	4
Teacher chat in private	6.0	6
Told off in public	6.0	7
Told off in private	8.0	7
Detention at break time	9.0	5

The box plots demonstrate the distribution of the data (Appendix 4). The results for ‘Stopped from going on class trip’, ‘Parents informed about bad behaviour’, ‘Told off in public’ and ‘Detention at break’ show an inclination towards more effective sanctions. The other box plots show an even distribution, indicating a range of responses across the papers.

There are two outliers, one within ‘Parents informed about bad behaviour’ and one within ‘Detention at break’. These represent results that are an abnormal distance from the other results. Consideration of the type of questionnaire may be necessary here. Both these results are from Payne’s (2015) paper. Within this study, pupils were required to select a response for eighteen given scenarios. I have combined the data for the responses ‘behave well’ and ‘work hard’ as this was consistent across the eight studies. However, Payne (2015) also allowed for responses such as ‘dislike teacher’ and ‘stay quiet’, which may have influenced the choices made by participants.

I have also considered the evidence relating to sanctions that appeared in three or less papers. Of these the majority were ranked below third, indicating pupils may view them as less effective. However, some are worthy of further consideration. ‘An unfavourable report’ is ranked third, fourth and seventh; ‘Teacher explaining what is wrong in public’ is ranked fifth, fifth and third; ‘Low marks’ is ranked first and fourteenth; and ‘Put on report’ is ranked first and fifth. These all demonstrate some variability in pupils’ views. One hypothesis for this may be that individual factors, such as context or relationships, affect pupils’ responses, although further exploration would be necessary.

4. Discussion

Having considered the eight studies in detail and assessed their value to this systematic review, I will now discuss the findings of this review on pupils’ views of the effectiveness of rewards and sanctions. I will also discuss the limitations, recommendations and implications of this systematic review.

From the literature, some tentative conclusions may be drawn about pupils’ views of the effectiveness of rewards and sanctions. Firstly, the role of parents in rewards and sanctions appears to be recognised as effective across the papers. Secondly, the use of feedback in the form of good comments or marks appears to be viewed as effective whereas the use of praise does not appear to be ranked as highly by pupils. Power and authority figures and their involvement in sanctions appears to be considered as effective and finally there are many differences between pupils with regards their views of rewards and sanctions. I will now consider each of these.

4.1.1. Parents

Some form of communication with parents linked to rewards and sanctions appears within all eight studies. This may be receiving a note, letter or phone call from school staff or being asked to come in to school. Parental involvement, through communication by school staff, is ranked highly by the overall median. From the

evidence of this review, communication with parents appears to be viewed as effective by pupils, as a reward and a sanction. However, it remains unclear exactly what form this communication with parents may take.

Working with parents has been acknowledged across a wide range of literature as an effective and useful step in promoting children's learning and behaviour (e.g. Darch, Miao, & Shippen, 2004; DfES, 1989; Miller et al., 1998; Roffey, 2013; Trusty, 1998). The Elton Report (DfES, 1989) identified informing and involving parents as effective and recognised the 'crucial role' parents could play (p14). However, Miller et al. (1998) discuss a potential barrier to this collaboration as the attribution of problematic behaviour to influences from home. Teachers blaming parents for misbehaviour in schools was also identified in The Elton Report (DfES, 1989). Difficulties with parental involvement have also been identified between teachers and parents when considering communication (Boag-Munroe & Evangelou, 2012), with schools potentially appearing 'unapproachable and condescending' (Day, 2013: p46).

In relation to the review question, the studies examined appear to suggest pupils find parental involvement to be effective, though the extent and nature has not been identified within this review. Consideration of whether this involvement is through communication of behaviour policies, expectations and usage (DfE, 2016) or through active collaboration (Roffey, 2016), alongside how parental involvement can be supported, may require further exploration.

4.1.2. Positive Feedback

Pupils appear to consider receiving good comments or marks as an effective reward. This may suggest positive feedback is motivational for pupils (Kusurkar, Croiset, & Ten Cate, 2011). Ryan and Deci (2000b) consider positive feedback to enhance feelings of competence and thus to support intrinsic motivation. The recognition of positive feedback by pupils may suggest they are responding to feelings of intrinsic motivation as opposed to the more extrinsic motivation of 'Gifts' or 'Merits'. However, within the rewards explored, praise – which may also be considered a form of positive feedback - is not ranked as highly by pupils.

The review found that general praise (whole class, in public, by pupils) is not seen to be as effective as individual/private praise. This may be surprising considering the widespread use of praise within schools (Kohn, 1999). The use of the term praise was not defined in any of the papers and is perhaps open to interpretation from participants. Henderlong and Lepper (2002) consider the use of praise to have the potential to undermine, enhance or have no effect on pupils according to how and why it is delivered. This may suggest that without understanding the context and type of praise it may be difficult to consider its effectiveness.

Within research, use of specific praise has been found to promote on-task behaviour (Chalk & Bizo, 2004). The component parts of praise have been considered and are found to be more effective when they: name behaviour; are positive; and are specific (Williams, 2012). However, Kohn (1999) argues that praise may cause a negative reaction as it implies a judgement. Limitations to the effectiveness and feasibility of praise as a reward have also been identified by Bear (2013). These include immediacy, sincerity and amount of praise, as well as skill of the praise giver (Bear, 2013: p329). This is perhaps also suggestive of praise being contextual to people, time and place and so difficult for pupils to rank effectively without knowledge of these.

In relation to the review question, the studies examined appear to suggest that positive feedback (good comments/marks) are viewed as effective but praise is not rated as highly by pupils. However, caution should be taken as explanations of type of praise and contextual information are not provided, perhaps making it more difficult to consider its effectiveness.

4.1.3. Power and Authority

‘Sent to see a head teacher or year head’ and ‘Stopped from going on a school trip’ appear to be recognised as effective sanctions. These may reflect the use of power and authority figures within the school system (Pane, Rocco, Miller, & Salmon, 2014). The UK Government provides teachers and other school staff with: ‘the power to discipline pupils whose behaviour is unacceptable’ (DfE, 2012: p2).

This may comprise punishments such as confiscation, searching pupils and their possessions or using reasonable force (DfE, 2012).

Carspecken (1996) considers Weber's (1978) constructs regarding power relations and applies these to schools (Table 12).

Table 12: Carspecken's (1996) Four Types of Power

Type of Power	Description
Normative power	Subordinate consents to higher social position of superordinate because of cultural norms
Coercive power	Subordinate acts to avoid sanctions imposed by superordinate
Interactively established contracts	Subordinate acts for return of favours or rewards from a superordinate
Charm	Subordinate acts out of loyalty to the superordinate because of the latter's personality

(Carspecken, 1996: p130)

'Sent to see a head teacher or year head', may reflect 'normative power', as pupils accept the higher position of this authority figure within the context of their school. 'Stopped from going on a school trip' may be linked to 'coercive power', as pupils strive to avoid missing out. Similarly, other sanctions explored may represent the use of normative or coercive power interactions. 'Interactively established contracts' appear to represent the use of rewards systems within school. Only the fourth power interaction, 'charm', does not appear to be explicit in the use of rewards and sanctions, although may well be present in interactions in the classroom (Pane et al., 2014).

In relation to the review question, the findings indicate the identification of 'Sent to a head teacher or year head' and 'Stopped from going on a school trip' as effective. This may be an acknowledgement of the use of power and authority figures within the school.

Within Table 10 and Table 11, individual rewards and sanctions have been ranked to consider the possible similarities between participants' responses.

However, examination of the differences between the eight studies may also allow further consideration of the review question (Petticrew & Roberts, 2006).

4.1.4. Individual Differences

When comparing studies examining social constructs, the notion of conceptualisation may be problematic due to individual interpretation (Johnson, Duberley, & Jones, 2002). Each of the studies provided questions about or a list of rewards and sanctions for pupils to consider. Whilst similar wording can be seen across studies, it is unclear how homogenous the rewards and sanctions are. From a critical realist stance, I would expect individuals to interpret different constructs according to their own philosophical stance (Johnson et al., 2002). These differences may indicate measures used within individual schools differ not only in terms of their application but also in terms of how they are understood.

Setting variability may account for differing pupil views. Pupils are influenced by diverse factors, which may affect their views of BM (Reid et al., 2010; Woods, 2008). The perceived effectiveness of rewards and sanctions may vary across and within schools. How rewards and sanctions are implemented, by whom, towards whom and how often may all have a bearing on pupil views. This may link to the fourth power interaction, charm, within the classroom (Carspecken, 1996). Pane et al. (2014) considered the use of charm to have a positive influence on pupils' agency, reducing the need for certain disciplinary measures. This may lead to consideration of how rewards and sanctions are applied rather than which ones.

The studies examined provide us with the views of participants about rewards and sanctions. The synthesis of the papers appears to identify some consistencies, most notably about parents, positive feedback and power. However, both within and across the papers, individual pupil responses differ. The variability of findings, without knowing what motivated the responses, without knowing school contexts or reasons why the researchers selected these particular rewards and sanctions, means it may be difficult to generalise pupils' views of the effectiveness of rewards and sanctions (Fendler, 2006). Consequently it seems likely a single, standard approach to rewards and sanctions may not be efficacious.

4.2. Limitations of this review

This review has acknowledged limitations. Firstly, whilst I conducted an extensive and systematic search, only studies that used the search terms in the title, keywords or abstract, and were within the databases I searched, have been included. I did not search for specific rewards (e.g. praise) or sanctions (e.g. detentions), as this review is concerned with the overall system of rewards and sanctions. It was felt that an exhaustive list of rewards and sanctions would be impossible to meet, given the variations schools may adopt. It is therefore possible that there will be additional research meeting the inclusion and exclusion criteria that has not been included.

Generalisability is perhaps limited, given the heterogeneity of the studies and of the rewards and sanctions studied. Study heterogeneity and statistical heterogeneity may affect the synthesis of results making conclusions difficult (Petticrew & Roberts, 2006). However, this review has still managed to draw some tentative conclusions that may support our understanding of pupils' views.

The papers within this review may be considered to differ in quality (Appendix 2). As such, some results may be perceived as being more efficacious than others. Infantino and Little (2005), Miller et al. (1998) and Payne (2015) demonstrate a more rigorous approach to their studies. Shreeve et al. (2002) and Harrop and Williams (1992) appear to have more inconsistencies in their approaches. By following the systematic procedure outlined by Petticrew and Roberts (2006), I have attempted to critically appraise the studies in this review. However, given the differences in quality between studies in this review, conclusions about pupils' views of rewards and sanctions should be cautious.

Every effort has been made to ensure this review was conducted in a systematic, transparent and replicable way. However, the possibility of bias is present during the grouping stage of the review. Although I reviewed my groups on several occasions, these were a single researcher's interpretations. Subjectivity is undeniable when grouping concepts that have been constructed by another. The weight of evidence procedure, whilst using a framework, is also comprised of subjective judgements; this should be acknowledged.

Taking into account the limitations of this review, I will now consider the implications of the findings.

4.3. Recommendations and implications of this review

This review offers some tentative conclusions regarding what is known about pupils' views of the effectiveness of rewards and sanctions. These include consideration of parental involvement; the use of positive feedback; authority figures and power; and individual differences. The studies identified for this review utilised quantitative methods which may constrain our understanding by generating broad data rather than detailed descriptions (Braun & Clarke, 2013). Detailed understanding of pupils' views about rewards and sanctions was not possible. Further research would be beneficial to explore these views in greater depth.

Qualitative approaches could enable exploration of experiential claims (Braun & Clarke, 2013), developing our understanding of pupils' views. By considering the idiographic phenomenology of pupils' experiences (Smith, Flowers, & Larkin, 2012), we may begin to expand what is known about the subjective phenomena of rewards and sanctions.

I am interested in exploring pupils' views of rewards and sanctions to triangulate findings from this review and to respond to a literature gap regarding more in depth understanding of these views. I believe that further knowledge of pupils' experiences of current systems of rewards and sanctions may develop this understanding, with the potential to support the work of educators, EPs and others through additional evidence-based research. As practitioner psychologists, understanding the theories of behaviour and consideration of the evidence base provides a clear theory-practice link for EP work (Frederickson & Cline, 2015). By developing our understanding of pupils' views of rewards and sanctions, work with schools, parents and pupils may offer ideas about effective systems underpinned by psychological theory and knowledge of what pupils consider more effective. Research into what pupils themselves identify as helpful could also prove enlightening and may offer intriguing solutions.

4.4. Summary

This review sought to answer: **What is known about pupils' views of the effectiveness of rewards and sanctions used in schools?** Given the subjective and experiential nature of this subject, it is perhaps not surprising that a complex picture of responses relating to rewards and sanctions has been discovered.

Parental involvement appears to be recognised as effective; positive feedback, using good comments or marks, may be an effective reward; and power interactions with authority figures appear to be recognised as an effective sanction. However, the context and nature of these provides uncertainties and the individual differences between pupils' responses may suggest a single, standard approach is not considered effective by pupils.

The UK Government promotes the use of rewards and sanctions (DfE, 2016) and, given the findings of this review, it may be argued that not enough is understood about the views of pupils regarding these systems. The effectiveness of rewards and sanctions may need to be scrutinised and unpacked further to consider their widespread use in greater detail.

Chapter 2: Bridging Document

1. Introduction

This chapter will help the reader understand my research journey, through considering my philosophical stance as a researcher and my role within this research. I shall review personal experiences that have contributed to this. I will clarify my ontological and epistemological position which affected my choices, interpretations and decisions, including methodology. Finally, I will consider the ethicality and reflexivity that are integral to my work.

2. Personal Experience

My choices and interpretations define what and how I explore a phenomenon (Denscombe, 2010). Having worked as a teacher for over 20 years, I have been influenced by my diverse experiences in the classroom and relationships with those with whom I worked. As a Trainee Educational Psychologist (TEP), I am influenced by my experiences in practice placements alongside university learning; thus recognition of my experiences is an essential part of my research.

As a newly qualified teacher in 1995, I was informed, “Don’t smile ‘til Christmas” was the most effective BM technique. I quickly came to learn the impossibility of this when working with children. I also knew that I did not want this to reflect the nature of my classroom. My work as a teacher provided me with many opportunities to use and develop different approaches to BM, including rewards and sanctions. At times, these were a celebration of successes within my class; pupils appeared to enjoy receiving rewards, and positivity was an integral part of the environment. They also seemed to support pupil behaviour, with a verbal warning or sanction appearing to curtail disruptive behaviour, though at times they felt like a restriction. My work with one pupil made it clear to me that the reward and sanction systems in place did not support his needs. It was my role, as his teacher, to support him and I had to adapt my approach to help him experience success. My experiences during this time, suggested that the relationships I built with pupils and their parents appeared of greater benefit in my classroom than simply the rewards and sanctions.

As a TEP, I have reflected upon my psychological understanding of relationships within schools. This has included consideration of Self Determination Theory (Ryan & Deci, 2000b) and use of extrinsic and intrinsic motivation. Self Determination Theory (SDT) considers three psychological needs as key features of motivation: autonomy, competence and relatedness. Ryan and Deci (2000b) posit that through the fulfilment of these psychological needs, we enhance our intrinsic motivation – our inherent desire to complete something. My experiences within the classroom appear to support this view and I am interested in how SDT may or may not support BM.

My personal values are linked to my experiences, underpinning my motivations. I believe pupils should be listened to and given a voice in their worlds. My experiences recognise this is not always the case and systems can be developed without pupil collaboration. I feel school systems may benefit from talk with pupils and being developed with, rather than for them. Communication and empathy are key components of my practice and the working relationships we develop may have a significant impact on those involved. At times, I have been asked to deliver BM systems that appeared at odds with my personal values. My experience enabled me to adjust these systems according to the needs of the individual but the dichotomy between the system and my personal values has stayed with me.

Having worked with children for many years, I have been affected by my experiences, values and interactions. The recent UK Government guidance (DfE, 2016) that emphasised rewards and sanctions without addressing the relationships between individuals in schools, sparked an element of concern for me. I am not against rewards and sanctions, but I do feel pupils should be involved, and in my opinion, this begins with asking them for their views of these systems.

3. From SLR to Empirical Research

My systematic literature review addressed the question: **What is known about pupils' views of the effectiveness of rewards and sanctions used in schools?** The papers found explored a ranked order of effectiveness for rewards and sanctions when pupils were provided with a given list. My synthesis found that the involvement of parents; positive feedback; use of power and authority figures;

and individual differences were all key aspects for pupils. This may well be useful information for schools if they are designing a rewards and sanctions system.

In some papers this was compared to teachers' (Caffyn, 1989; Harrop & Holmes, 1993; Harrop & Williams, 1992) or parents' (Miller et al., 1998) views. In others this was compared across year groups (Payne, 2015; Shreeve et al., 2002). The data within the papers is reported as a ranked mean or percentage, providing general patterns from the responses.

Having explored this literature, I felt there was still a gap in our knowledge about reward and sanction systems. There appeared to be no richer, more complex accounts of pupils' experiences or pupil voice. Consequently, based upon my personal experiences and the systematic literature review findings, further investigation of pupils' experiences was needed, leading to my Empirical Research Question: **How do pupils experience rewards and sanctions in their schools?** This was further underpinned by my philosophical stance, which I shall now explore.

4. Ontology and Epistemology

Ontology and epistemology are the 'building blocks of research' (Grix, 2010: p57), representing the philosophical foundations that underpin the research topic, the shape of the research and the interpretations of the findings (Denscombe, 2010). Ontology is concerned with 'the relationship between the world and our human interpretations and practices' (Braun & Clarke, 2013: p27) and reflects upon what it means to be human. It considers 'What is there to know?' (Willig, 2013: p12), in terms of our social reality and the assumptions we make about the world. My philosophical stance holds that social realities exist independently from us, though they are complex and not necessarily observable or measurable (Denscombe, 2010). This fits a realist ontology (Braun & Clarke, 2013). Within my research, I consider pupils' experiences of rewards and sanctions exist regardless of our knowledge about them. However, finding out about them is a complex and potentially unpredictable process.

Epistemology considers 'How can we know?' (Willig, 2013: p12) and what knowledge is meaningful (Braun & Clarke, 2013). My epistemological stance is

relational – things exist but knowing them will rely on my and others' interpretation of phenomena (Willig, 2013); thus, I consider myself to be a critical realist (Denscombe, 2010). Within my research, pupils' experiences of rewards and sanctions exist and to gain knowledge of them we can interpret their understandings of these experiences. This knowledge is fallible as it emerges from the pupils' social world which is constantly evolving (Smith, 1996). My research question accepts that pupils' experiences will be based upon their interpretation. My findings may tentatively explore these interpretations and offer a possible construction of their meaning.

5. Methodology

Methodology is the approach taken to explore the research (Willig, 2013). The methodology chosen should be informed by the researcher's ontological and epistemological stance (Scott, 2005). As I wished to explore the experiences of pupils through their interpretations, I selected a qualitative approach to the research. Qualitative approaches consider the meaning behind how people experience or make sense of their realities (Willig, 2013). My research explores the meaning behind pupils' experiences of rewards and sanctions.

My personal experiences and values consider pupil voice to be an important component of the work of educators. Research has recognised the centrality of pupil voice within school democracy (M. A. Jones & Bubb, 2020) and the benefits of involving pupils in school decision making (Lundy, 2007). Consequently, it was important that my research enabled pupils to voice their interpretations about their experiences of rewards and sanctions. My own interpretations of this, may elucidate social, cultural or psychological factors that underlie the pupils' experiences (Willig, 2013). This led me to Interpretative Phenomenological Analysis (IPA) as an appropriate method of analysis.

5.1. Interpretative Phenomenological Analysis

IPA is concerned with the phenomenological interpretation of people's lives (Smith et al., 2012). Phenomenology considers the study of our experiences (Noon, 2018). Wishing to explore the pupils' experiences of rewards and sanctions, a phenomenological method was appropriate. IPA accords with my critical realist stance as I am interested in exploring the pupils' experiences through the meanings they give them (Larkin & Thompson, 2012). In order to interpret these meanings, I must reflect upon my own experiences, conceptions and values (Smith, 1996). My findings represent my interpretations of the pupils' interpretations of their experiences – the double hermeneutic (Smith et al., 2012).

5.2. Semi-structured interviews

Semi-structured interviews were my information gathering method. This method is suitable for IPA research as it allows for flexibility should the participants wish to explore a particular area or theme within their accounts (Smith et al., 2012). The semi-structured interviews were developed using the work of Smith et al. (2012). I transcribed the interviews and the transcripts were then analysed to provide individual and then cross-case interpretation of the data (Smith et al., 2012).

I also developed pictorial stimuli of various rewards and sanctions to be used during the interviews (Appendix 5), to provide prompts for reflection, should these be needed.

6. Ethicality

Ethics consider the principles with which research should be conducted (Denscombe, 2010). Full ethical approval for this project was received from Newcastle University Ethics Committee prior to research beginning (Appendix 7). Throughout the process I have considered not only my own moral code but the British Psychological Society's Code of Human Research Ethics (BPS, 2014). This

identifies four ethical principles (BPS, 2014: p7), each of which I will now consider in relation to my empirical research.

6.1. Respect for autonomy, privacy and dignity of individuals and communities

Pupil wellbeing was central to my research. I provided detail regarding the research, offering the chance for questions at each stage. I sought written, verbal and ongoing consent, checking with the pupils during the interview. Confidentiality was integral to the research, apart from safeguarding measures, which were explained to each pupil. School and staff anonymization was also necessary and any such names were removed from the transcripts. I also ensured that the pupils' responses were anonymous within all documents.

6.2. Scientific integrity

Research quality has been considered by my supervisors and me throughout. To ensure quality, I have diligently researched appropriate methods (see above) and discussed possible difficulties before they arose. The research aims were made explicit to school staff, parents and pupils. All those involved were offered the opportunity to receive a summary copy of the research when complete and feedback to schools was also offered.

6.3. Social responsibility

I hope these research findings are of interest to other professionals, including EPs and other educators. The potential uncertainties and the tentative nature of the findings have been explicitly stated. This does not undermine the research, but reflects the need for caution presenting any research (Grix, 2010).

6.4. Maximising benefit and minimising harm

During initial stages, I was aware this research would involve working with vulnerable groups (pupils) and may touch upon sensitive issues (behaviour). As such, I was transparent with the school staff, parents and pupils about the research. I endeavoured throughout to consider the research from the participants' position (Denscombe, 2010) and did not ask any direct questions about particular incidents that may have caused emotional distress.

I recognise that my position as an unknown adult interviewer might engender some power imbalance and/or nervousness. To mitigate this possibility, I met with the pupils prior to their interviews, introduced myself by my first name, explained who I was and why I was there and answered any questions they had. The interviews occurred in an environment familiar to them (Braun & Clarke, 2013) and I checked with the pupils before, during and after the interviews to ensure they were happy to continue. The pupils were informed of the confidentiality of what they told me, and the limits of this, with regards to safeguarding procedures. (Denscombe, 2010).

7. Reflexivity

Reflexivity in qualitative research should enhance awareness of the researcher's influences on the research and its findings (Willig, 2013). From the beginning, this research has been shaped by my personal and philosophical views. Berger (2015) argues for consideration of the researcher's personal experience of the phenomenon being studied. I am aware that my interpretations of the findings take place within my knowledge as a TEP and as an experienced primary school teacher. My experiential knowledge of reward and sanction systems has undoubtedly played a part in this research. Sharing knowledge of these systems with the participants may have supported the interview process, as the language used and the possible sensitivities of the systems can be recognised (Berger, 2015).

By acknowledging my role as a researcher, and my current and previous experiences, transparency within the research process was enhanced. Recognition that IPA is centred on interpretation and the researcher has a 'dual role' (Smith et al.,

2012: p35) is necessary. However, this interpretation comes ‘from within’ the interview transcripts (Smith et al., 2012: p37), from the participants’ interpretations of their experience.

8. Summary

This bridging document links my systematic literature review and empirical research and explores the impact of my personal and philosophical stance on its conception, development and findings; thus, considering my conceptual framework.

The systematic literature review explored and synthesised the findings of relevant literature on pupils’ views of rewards and sanctions. This provided a general overview of pupils’ views of their effectiveness. To augment existing research, I felt a richer, more detailed exploration of pupils’ experiences was appropriate. Therefore, I developed a qualitative (IPA) study to explore pupils’ experiences of rewards and sanctions.

My personal experiences, and my ontological and epistemological stance as a critical realist, also influenced the development of this research. I developed the research to explore pupils’ experiences and to explore the underlying social, cultural and psychological factors. The research also recognised that the findings were the pupils’ interpretations of rewards and sanctions and my own interpretations of these, therefore, reflecting the double hermeneutic within IPA research (Smith et al., 2012). As the researcher, I am part of the research and I have attempted to be explicit about my role.

The development of this research has, for me, drawn parallels with my role as a mother. Recognition of the excitement over small steps; the concern about doing things right; the joy when things go well; and the fear when it is time to go out into the big, wide world, have all played a part. As a parent, I am aware that I am inextricably bound to my sons, from even before they were born. I also know that I will continue to be bound to them long after they leave the family home. The same is true of my research. As a TEP, I endeavour to explore an aspect of schooling that may cause concern for those involved and to provide insights into the lives of pupils so that we

may support them further. To do this, it is important that I am honest and transparent about my influences, my views and my journey as a researcher.

Chapter 3: Empirical Research

'Tain't What You Do: It's the Way That You Do It'

Abstract

UK Government guidance recommends the use of rewards and sanctions as part of an effective behaviour policy. Rewards and sanctions aim to promote positive behaviour though the use of incentives and discourage negative behaviour using punishments. This appears to fit with the behaviourist paradigm. Behavioural approaches have been questioned, which suggests there may be a need to explore their use in greater depth. This empirical research aims to add depth to our understanding of reward and sanction systems by asking pupils to share their experiences of them.

Six pupils attending secondary schools in the North East of England were interviewed. Interpretative Phenomenological Analysis was used to analyse the interview data and three Master Themes were developed: Relationships, Individuality and Application. These Master Themes suggest that relationships between teachers, pupils and parents; acknowledgement of the differences and individuality of those involved; and a clear, shared purpose requiring a consistent, fair application are considered by pupils with regards to rewards and sanctions utilised within schools. These findings indicate that 'Tain't what you do, but the way that you do it' which influences pupils' lived experiences. Given this finding, implications for educational psychology practice and others in education are discussed and limitations of this study are acknowledged.

1. Introduction

Educators and governments have long been concerned with how pupils behave in school and how to manage this behaviour (C.E. Law & Woods, 2018). Consideration of factors, such as pupil motivation (Bugler, McGeown, & St Clair-Thompson, 2015); teacher stress (Nash et al., 2016); relationships (Armstrong, 2018); or parental involvement (Harris & Goodall, 2008), has led to potentially confusing and contradictory advice. UK Government guidance on managing pupil behaviour in schools has been commonplace for many years (DfE, 2016; DfES, 1989). The Department for Education guidance outlines that it is the duty of schools to develop behaviour management (BM) systems to support 'good' behaviour (DfE, 2016: p4). Such behaviour is expected to promote academic achievement whilst developing positive social interactions (DfE, 2016).

UK Government guidance has consistently advised schools to adopt a policy of rewards and sanctions (Bennett, 2017; DfE, 2016; DfES, 1989, 2005; Ofsted, 2005). The use of these BM systems appears based upon extrinsic motivation, where certain actions are encouraged or discouraged through external means (Ryan & Deci, 2000a). Rewards are given for conforming to school expectations and sanctions are enforced if pupils fail to do so (Payne, 2015), supporting a behaviourist approach to managing pupils' behaviour.

The behaviourist approach is not without its criticisms. Ryan and Deci (2000b) argue that rewards and sanctions can decrease intrinsic motivation as they diminish an individual's perceived autonomy. Intrinsic motivation considers our natural desire to complete something because it is 'inherently interesting' (Ryan & Deci, 2000a: p55). Without intrinsic motivation, our desire to learn or behave in a certain way may be reduced as we feel less connected or interested (Froiland & Worrell, 2016). Behaviourist approaches have also been criticised for their lack of consideration of environmental influences (Hart, 2010; Roffey, 2016). Hart (2010) considers the 'reductionist oversimplifications' (p357) of rewards and sanctions as they do little to consider causes of possible behavioural difficulties. Roffey (2016) maintains that positive relationships within schools appear effective in improving behaviour. By allowing for provision of protective factors to support resilience and give pupils a voice, behaviour may be supported (Roffey, 2016).

Having worked as a teacher for many years, I have used, celebrated and questioned different approaches to BM. At times, I found a dichotomy between my personal values and the systems under which I have worked. Now as a Trainee Educational Psychologist (TEP), my questions surrounding the widespread use of rewards and sanctions and consideration of the research on alternative approaches (Oxley, 2016) have encouraged me to complete this doctoral research.

Some examples of alternative approaches to rewards and sanctions may include restorative practice (e.g. Hopkins, 2002), nurture-based systems (e.g. Bomber, 2007; Boxall, 2002) or relational approaches (e.g. Armstrong, 2018; Roffey, 2016). Restorative practice advocates the repairing of relationships over the need to blame or punish (Hopkins, 2002). It does not dispense with rules but rather considers factors that have contributed to rule breaking rather than misbehaviour (Claasen, 1999). This approach incorporates skills and processes including mediation, non-judgemental listening, communication and empathy (Hopkins, 2002). Nurture-based systems consider attachment theory and propose a safe and secure environment in which trusting relationships can be built between adults and pupils (Ofsted, 2011). Relational approaches consider our social and interpersonal relationships and place these as central to wellbeing and learning (Rogers & Freiberg, 1994). They favour a person centred humanistic paradigm focusing on the positive relationships that can be fostered in schools to support pupils (Armstrong, 2018; Roffey, 2016).

Behaviour and Discipline in Schools (DfE, 2016) emphasised behaviourist approaches and rewards and sanctions, with punishments for poor behaviour and teachers' powers identified as features of BM. The interpersonal relationships that take place within school do not appear to be considered here. However, practices in some UK schools do address factors beyond the behaviourist approach. Within Brighton & Hove, schools have been encouraged to consider interpersonal relationships and move away from traditional BM approaches 'towards a more humanist, relational and universal approach' (Ahmed et al., 2018: p3). Other schools choose to adopt a relational policy rather than a BM policy (e.g. Monmouth Comprehensive School, 2016) or have adopted a restorative approach to BM (e.g. Hackney Learning Trust, 2020). Bennett (2017), whilst identifying the use of rewards and sanctions within schools, also considers the importance of communication, consistency and individual needs. This may demonstrate that the use of rewards and sanctions does not necessarily negate relational practices. Given the potential

dichotomy between some of these approaches and current Government guidance, the continued focus on the use of rewards and sanctions may require further scrutiny.

Research into rewards and sanctions has identified a variety of responses. Miller et al. (1998) found parents and their children agreed over the most effective rewards but disagreed over sanctions. Teachers' views have also been found to contradict views of their pupils (Harrop & Holmes, 1993; Merrett, Wilkins, Houghton, & Wheldall, 1988; Shreeve et al., 2002). Woods (2008) considered rewards and sanctions to fail due to the possible neglect of emotional and peer-related factors. Conversely, Taylor (DfE, 2011), considered rewards and sanctions to potentially succeed because they support a consistent approach and provide clarity. Use of rewards and sanctions does not necessarily exclude relational factors (Bennett, 2017; DfES, 1989); however, more punitive approaches may be damaging to relationships (DfES, 2005). As can be seen, there appears to be a variety of responses to these BM systems.

A review of the literature regarding pupils' views of rewards and sanctions suggested that pupils found parental involvement to be effective (Merrett & Tang, 1994; Miller et al., 1998; Payne, 2015; Shreeve et al., 2002). Positive feedback in the form of good comments or marks was considered an effective reward (Caffyn, 1989; Harrop & Williams, 1992; Infantino & Little, 2005) and the power of teachers was considered an effective sanction, with recognition of authority figures within schools (Harrop & Holmes, 1993; Infantino & Little, 2005; Merrett & Tang, 1994). The literature also demonstrated many individual differences between the participants' responses, perhaps calling into question the effectiveness of a single, standard approach to BM.

The pupils' views explored within the literature were discovered through questionnaire-based research. They ranked the effectiveness of rewards and sanctions from given lists. This left me with uncertainties about the pupils' experiences of rewards and sanctions and how this may have influenced their views. Consequently, I began to explore methodology related to an individual's experience and how this can inform research.

1.1. Lived Experience

The study of human experiences is referred to as phenomenology (Noon, 2018). Phenomenology considers our experiences of certain phenomena, within certain contexts and at certain times (Willig, 2013). Through detailed exploration of a person's experience, researchers attempt to 'make sense of their world' (Smith & Osborn, 2009: p53). Parker (2005) questions whether researchers can identify an individual's phenomenology as the words we use may not be what we intend. Willig (2013) reflects that the language we use is a construction of a 'particular version of that experience' (p94). However, acknowledgement of the language used may support our understanding of a person's thoughts and feelings towards a phenomenon (Smith, 1996). Recognition may also be needed that research might not make complete sense of another person's world and is rather an interpretation of the participant's interpretation of a phenomenon (Smith & Osborn, 2009). By accepting that research is a dynamic process of interpretation, we may enrich our understanding of an area whilst acknowledging we are bound by our own conceptions (Smith, 1996).

I recognise that research data may provide information about rewards and sanctions, which may need further interpretation to develop our understanding (Willig, 2013). Considering pupils' views of rewards and sanctions, we may gain knowledge through asking pupils to complete a questionnaire or answer questions regarding the effectiveness of rewards and sanctions. However, through our interpretations of the pupils' responses we may also identify social, cultural or psychological factors that underlie their views (Willig, 2013). Interpretation of an individual's account of their experiences may therefore contribute to our understanding of a phenomenon (Scott, 2007). This understanding may not provide certainties but rather reflect our interpretations of the pupils' attempts to make sense of the rewards and sanctions within their world (Smith et al., 2012).

By exploring pupils' lived experiences of rewards and sanctions in schools, I hope to gain some understanding of pupils' thoughts, feelings and interpretations of this BM technique. My aim is to capture and explore the meanings that participants assign to their experiences in order to provide further knowledge which may help to support pupils and their schools. As such any findings may be recognised as

'constructed by participant and researcher' (Larkin, Watts, & Clifton, 2006: p104). The pupils within this study are 'experts in their own lives' (A. Clark & Statham, 2005: p54). These lived experiences are coupled with a subjective and reflective process of interpretation and are individual to each pupil.

1.2. Idiography

Idiography is concerned with the individual, unique and subjective experiences of each participant (Smith et al., 2012). One conclusion drawn from reviewed literature was that there were individual differences between the participants' responses. These differences were also present in the designs of the studies. Due to the broad nature of the data (quantitative questionnaire responses) further exploration of these differences was not possible. This created uncertainties about the experiences that had informed the pupils' responses to the questionnaires.

Quantitative research creates data that is measurable and verifiable (Grix, 2010). However, when considering pupils' experiences, we may also need to consider the social context in which rewards and sanctions are delivered (Grix, 2010). Through detailed and in-depth analysis of individual experiences, understanding of the participants' thoughts, feelings and interpretations may be attempted (Noon, 2018). Thus, through a qualitative methodology we may be able to build upon questionnaire data to further our understanding of pupils' experiences of rewards and sanctions.

1.3. Study Aims

Current UK Government guidance (DfE, 2016) and rhetoric supports the use of behavioural approaches including rewards and sanctions and appears to omit reference to more relational practices. Contrasting research and practice advocates alternative approaches with a focus on relational practice (e.g. Ahmed et al., 2018; Armstrong, 2018; Roffey, 2016). Given this dichotomy, alongside my personal experiences and values, I feel there is a need to explore the use of rewards and sanctions in schools in more depth. By considering pupils' experiences, it is hoped that a richer, more detailed understanding of their use may be developed. This may

have implications for the work of EPs and other educators by increasing knowledge and providing evidence to promote positive BM underpinned by the lived experiences of the pupils. This may also contribute to positive outcomes for children and young people and clarification for school staff on how to implement BM systems that support their pupils. It may also build upon the literature to enhance our understanding of pupils' views regarding the effectiveness of rewards and sanctions. This empirical research aims to add depth by answering the question:

How do pupils experience rewards and sanctions in their schools?

2. Method

Interpretative Phenomenological Analysis (IPA) was the methodology selected to consider the transcripts from semi-structured interviews. By using IPA, I sought to gain some understanding, through interpretation, of pupils' experiences of rewards and sanctions within their context. IPA has been selected as this research aims to give voice to the participants. IPA may enrich the literature concerning rewards and sanctions as it considers the individual's interpretation of their own lived experiences and recognises the importance of context and language (Smith, 1996). Through the study of idiographic phenomenology – individual pupil's experience of rewards and sanctions – we may add to the existing literature regarding this subject. IPA considers the hermeneutics – the interpretation – of those that experience the phenomenon studied (Hardy & Majors, 2017; Noon, 2018; Smith et al., 2012). It also recognises that through research we may gain insight through our own interpretation of the interpretations of others – double hermeneutics (Smith et al., 2012).

2.1. Design

This research explored six pupils' experiences of rewards and sanctions, used as part of BM strategies within their secondary schools. The pupils attended one of two mainstream secondary schools within a local authority in the Northeast of England. The year group that took part was negotiated with school staff according to examination timetables and other school factors; as such, Year 7 was selected. I wrote to parents of Year 7 pupils at both schools (Appendix 6) and from the ten responses received six children were randomly selected and their consent sought.

Individual, audio-recorded semi-structured interviews were completed with the pupils. The question guide is provided in Table 13. Each pupil was interviewed in July 2019 when they were at the end of Year 7 within their school. Five pupils were British and one was Polish (Tomas). They had all been educated in British schools for at least three years. The pupils were all 12 years old at the time of the interviews. I transcribed the interviews and the transcripts were analysed using IPA, to explore, describe and interpret pupils' lived experiences.

Pseudonyms have been selected to refer to each pupil: School 1: Anna, Tomas and Thea; School 2: Freddie, Freya and Sarah.

Table 13: Semi-structured Interview Guide

Possible Question	Prompts	Rationale
In your own words, can you tell me about the schools you have attended and what rewards and sanctions (punishments) they used?	*Prompts: Have you ever seen a reward or a sanction being used?* *What was used in your primary school reward and sanction system?* *What was used in your secondary school reward and sanction system?* *Use of photographic stimuli relating to rewards and sanctions* *Can you give me some examples of what rewards and sanctions you have seen?*	Descriptive: to describe the different school systems that the pupil has experienced
What ways have you seen school staff using rewards and sanctions (at primary or secondary school)?	*Prompts: How have your teachers shown they are pleased or not pleased?* *When have your teachers shown they are pleased or not pleased?* *Use of photographic stimuli relating to rewards and sanctions* *Can you give me some examples of the rewards/sanctions you have seen?*	Narrative: to consider the pupil's stories of their experiences and the potential reasons behind their responses
What do you think about the rewards and sanctions you have experienced?	*Prompts: What are they like?* *What makes them help or not help?* *What makes them help?* *Can you give me some examples of the best/most useful rewards or sanctions?* *Can you give me some examples of the worst/most useless rewards and sanctions?*	Evaluative: to explore pupil's perceptions. Potentially consider the impact on pupils and generalisability
What does it mean to you to have rewards and sanctions in school?	*Prompts: How does having rewards and sanctions affect you?* *Use of photographic stimuli relating to rewards and sanctions* *Can you think of a time when it has been important for a reward or a sanction to be used?*	Evaluative: to unpick the underlying perceptions and ethical considerations
Are there differences between a good reward or sanction and a bad reward or sanction?	*Prompts: What is a good/bad reward or sanction like?* *Can you give me some examples of good and bad rewards and sanctions?*	Contrast: to identify differences in opinion or generalisations
Why do you think school staff use these methods?	*Prompts: What do rewards and sanctions try to do in school?* *Can you give me some examples of a reward/sanction that does that?*	Evaluative: to reflect on the impact of rewards and sanctions
What do you think teachers could do instead of using rewards and sanctions?	*Prompts: Why do you think that may work?* *Can you give me an example of when that could be used in school?*	Contrast: to explore opportunities and further ideas
What do you think it would be like in school if teachers did something different?	*Prompts: Have you ever thought about a different way of being rewarded? Or a different way of being punished?* *Can you give me an example of what you think would happen if that was used?*	Comparative: to explore new opportunities that could be utilised

2.2. Ethical considerations, consent and the right to withdraw

Prior to beginning the research, full ethical approval was obtained from Newcastle University Ethics Committee (Appendix 7). Ethical implications were an integral part of the research and guidance was provided during supervision and with reference to the British Psychological Society's Code of Human Research Ethics (BPS, 2014).

Study details were initially presented in written form and verbally to head teachers and senior school staff (Appendix 6). Consent was obtained from the pupils' parent or carer (Appendix 6) and the opportunity to discuss the research was provided should parents have additional questions. Having received consent from both the school and parents, the pupils were given an opportunity to discuss the research and consider whether they wanted to take part. On the day before the interviews, each pupil attended a meeting where the research was explained. This meeting allowed the pupils to consider their participation and give their consent. To reduce any nervousness or potential power imbalance, I introduced myself by my first name and encouraged the pupils to ask questions (Punch, 2002). Pupil consent was provided verbally, in written form and was ongoing throughout the interview process (Appendix 6).

All participants, their schools and their parents were informed prior to data collection that personal information would be confidential and there would be no identifiers used within the research report. The interview recordings were stored in a secure place and password protected. These were destroyed after the deadline given to participants had passed.

Any potential emotional and psychological impact of this process on participants was addressed within the briefing and consent information. I watched for any verbal or non-verbal expressions of discomfort, checking to ensure pupils were comfortable during the interviews. Pupils were reminded of their right to withdraw prior to and during the interview and up to two weeks following the interview date. They were informed there was no obligation for them to take part or answer the questions asked and that there were no right or wrong answers to the questions. Pupils were provided with a debrief sheet (Appendix 6) and given the opportunity to ask any questions or request further support at the end of the interviews.

The interviews took place during school hours, in a quiet, familiar room within the pupil's school. The use of the room was dictated by availability within the school; however, the pupils were asked where they would like to sit and every effort was made to ensure the experience was as comfortable as possible for the pupils (Hill, 2006). The average length of the interviews was 47 minutes. The questions were a guide to explore the pupils' experiences of rewards and sanctions (Table 13) and consideration was given to the clarity of the language used with the pupils (Punch, 2002). The questions enabled pupils to consider their responses and followed recommended guidelines within Smith et al. (2012: p60). If necessary, prompts were used to encourage pupils to expand upon their answers. Pictures of rewards and sanctions were provided to help stimulate discussion (Appendix 5) and pupils were informed they could write or draw their responses to maximise their opportunities for communication should they wish to do so (Hill, 2006).

2.3. Analysis

Care should to be taken that analysis is not simply a description of the participants' words (Braun & Clarke, 2013). By providing rich descriptions of participants' experiences we may consider some detail of the phenomenon, though our understanding of why these experiences occur may be lacking (Willig, 2013). IPA aims to 'develop a more overtly interpretative analysis, which positions the initial "description" in relation to a wider social, cultural, and perhaps even theoretical context' (Larkin et al., 2006: p104). This may support the development of more general themes (Noon, 2018) or understanding of the general nature of the phenomenon (Willig, 2013), whilst considering commonalities across each unique case (Hardy & Majors, 2017). By gaining insight into the individual's experience, we are using psychological research to provide an understanding of the essence of rewards and sanctions.

Within IPA analysis, claims are subjective and tentative in nature to reflect the double hermeneutic process (Smith et al., 2012), as meanings are obtained through interpretation of the pupils' accounts (Smith, 1996). However, the subjectivity still aims to be 'dialogical, systemic and rigorous in its application' (Smith et al., 2012: p80). The process of analysis followed recommended guidelines within Smith et al. (2012) as outlined in Table 14.

Table 14: Process of Analysis

Analysis Stage	Process
Single Case Analysis	
Stage 1: Read	Reading and re-reading of transcripts
Stage 2: Explore	Examining the content of the transcripts and making initial notes. These notes may consider descriptive, linguistic or conceptual factors
Stage 3: Emergent Themes	Development of emergent themes that reflect the individual pupils' words and thoughts and my interpretations of these
Stage 4: Superordinate Themes	Linking the emergent themes together and identifying superordinate themes for each transcript
Cross Case Analysis	
Stage 5: Patterns	Identification of patterns across the transcripts
Stage 6: Master Themes	From the patterns identified across the transcripts, Master Themes were developed

Following the initial exploratory stages (Stages 1 & 2), the development of Emergent Themes (Stage 3) aimed to develop an understanding of the 'psychological essence…and contain enough particularity to be grounded and enough abstraction to be conceptual' (Smith et al., 2012: p92). A transcript example showing the development of the Emergent Themes is in Table 15.

The Superordinate Themes (Stage 4) developed through the identification of patterns between Emergent Themes. These were then considered across the six transcripts (Stage 5) as shown in Appendix 8, which led to the identification of Master Themes (Stage 6) as shown in Table 16.

Table 15: Transcript Example of Development of Emergent Themes

Emergent Themes	Line Ref	Transcript Extract	Initial notes
		Why do you think that?	
Parental involvement	101	If your parents weren't really involved and you're just really naughty in	Parents involved good, increases parental
	102	school and you're just good at home there wouldn't really be a point in	knowledge of what happens in school.
	103	class charts or anything. So, I think that's a good way because basically	Sharing positives and negatives with parents
	104	with class report you don't just get like positives and negatives, for your	Good for the children if parents know
	105	positives you write down what you've been, like how you've behaved, it's	Would help if all did this -
Effectiveness of systems	106	like that and it's really good for like the kids to like, for the parents to	Technology may be a limiting factor
	107	know. Like I think that like all schools should have that, like not just like	Are systems effective? Why?
	108	class report, just like a report about all the class and how they're	Phone calls rare and used for negative
	109	behaving. That's just like class charts but it's on paper, not on like a	– emphasis on 'really'
Communication	110	computer or anything but on class charts it's rare that teachers like phone	
	111	home, it's just like if you've been really, really, really naughty they'll phone	
	112	home.	

Table 16: Master Themes and Associated Superordinate Themes

Master Themes	Superordinate Themes	Example Quotes
Relationships	**Relatedness**	"if the teachers and students got to know each other a bit better and know what their favourite thing is…" **Thea** (3.37.581)[2]
	Communication	"It is good and you know what to do and they talk to you and it is helping me to learn" **Tomas** (2.1.7)
	Parental involvement	"because the parents can act on what they're doing as well and things like that" **Freya** (5.25.330)
	Power and authority figures	"like you get spoken to by a higher member of staff and then like watched by the higher member of staff" **Freya** (5.11.134)
Individuality	**Differences**	"Like it's different for everyone depending on what you've done, so if your homework's bad or you're quite disruptive or you don't listen to the teacher they would change what happened" **Freddie** (4.22.281)
	Attribution	"Depends how the teacher's feeling. If the teacher's feeling rubbish, they'll send them straight across, if not they'll just leave it" **Anna** (1.3.18)
	Age appropriateness	"when you're younger in primary school I think they're great because then you can go home and be like, 'Mum, look what I got, put it on the fridge'" **Sarah** (6.24.394)
	Motivating and demotivating factors	"the good sanction will make people not want to do it … the bad sanction that wouldn't work very well would kind of be like if you sent out the classroom, because like if you get sent out and then get break time that would be alright" **Freddie** (4.12.138)
Application	**Purpose**	"like in life you have to follow rules" **Thea** (3.21.319)
	Fairness and consistency	"You get points and get prize and everyone can see and teachers know and give them and I like that. Yeah, like that, you can get for that, good, it is fair. That is good for all, feels good" **Tomas** (2.8.79)

As Table 16 shows, three Master Themes were developed through the interview transcript analysis. These were Relationships, Individuality and Application. I will now consider the findings of this analysis.

[2] Indicates where the quote is in the transcript, e.g. (3.37.581) is from Interview 3, Page 37, Line 581.

3. Findings

The analysis of the pupils' interviews identified three Master Themes (Table 16) that appear to provide some answers to my research question. These have been developed through consideration of the associated Superordinate Themes identified from Emergent Themes within the interview data. The Master Themes are:

1. Master Theme 1: **Relationships**. How pupils and teachers relate to each other; involvement of parents; communication between those involved; and power dynamics within school

2. Master Theme 2: **Individuality**. The individual differences between everyone involved (including ages of pupils); perceived attribution for what is happening; and motivating or demotivating factors for each person

3. Master Theme 3: **Application**. The purpose underpinning systems and how these are interpreted alongside fairness and consistency of these systems

I will now explore each Master Theme identified.

3.1. Master Theme 1: Relationships

Relationships may be described as unique, interdependent interactions between two or more people (Finkel, Simpson, & Eastwick, 2017). They may be composed of many different factors and influenced by the contexts and the people involved (Finkel et al., 2017). All pupils considered factors connecting to their relationships as contributing to their experiences of rewards and sanctions. Four factors were identified: relatedness, communication, parental involvement; and power & authority.

3.1.1. Superordinate Theme 1: Relatedness

Relatedness between pupils and teachers was identified as a positive feature of rewards and sanctions. 'Compassionate human interaction' has been identified as supporting greater engagement in schools (Nash et al., 2016: p178) and the pupils appear to support this. Self Determination Theory posits that we have three basic psychological needs: autonomy, competence and relatedness (Ryan & Deci, 2000b).

> In classrooms this means that students' feeling respected and cared for by the teacher is essential for their willingness to accept the proffered classroom values
>
> (Ryan & Deci, 2000b: p64).

Relatedness concerns feelings of positive regard and respect (King, 2015) as well as belonging (Cemalcilar, 2010). By relating to others, we may become more motivated to learn (Froiland & Worrell, 2016) or more able to accept advice (Martin & Collie, 2019).

Freddie: "…if you're working hard, they'll come over and be like, 'Well done…like they notice you and it helps." (4.17.201)

Thea: "if the teachers and students got to know each other a bit better and know what their favourite thing is then it works better." (3.37.581)

Freya: "I think how they're used makes it easier to see if it works…we all belong to the same school." (5.14.182)

A lack of relatedness was also identified within pupils' experiences, with evidence suggesting that pupils found a potential lack of relatedness to be detrimental. This links to Osterman (2000) who recognises that relatedness is not always experienced in schools. Pupils appeared to recognise that where a sense of relatedness was lacking, there was a negative impact on their learning.

Anna: "…he's not treating us with respect…if he wants us to respect him, he has to treat us with respect or why bother?" (1.11.104)

Freya: "…if one person, will say like negative...they don't get to know you and help you improve…it doesn't work, you just stop trying." (5.14.186)

Tomas: "…some teacher do not like you and may not let you. They may be in mood and not happy and it may stop you working but…is good when not happen." (2.9.96)

3.1.2. Superordinate Theme 2: Communication

Pupils identified the need to talk with their teachers and to have things explained to them. Pupils appeared to consider communication and understanding of situations and processes within school as a key part of their experiences of reward and sanction systems. This may represent a shared concern for the school system, characterised by a mutual engagement through communication.

Freddie: "…maybe keep them back at the end and…talk to them calmly about…how they need to stay and keep good" (4.20.256)

Sarah: "I think it needs to be explained to us" (6.7.116)

Thea: "teachers should talk to a student…when they're being naughty…their feelings…why they're being naughty…do you feel okay or anything" (3.30.474)

Tomas: "It is good and you know what to do and they talk to you and it is helping me to learn" (2.1.6)

Ginott's (1975) congruent communication, where communication between teachers and pupils is considered key and the manner of this communication is emphasised as cooperative, well thought out and harmonious (Ginott, 1975), appears to link to pupils' preferred experience of rewards and sanctions. Pupils' responses suggest they view communication as necessary between pupils and teachers, for behaviour and learning (Martin & Collie, 2019).

3.1.3. Superordinate Theme 3: Parental involvement

The involvement of parents within school systems was identified through teachers and parents communicating with each other; parents being informed about aspects of school life; and parents acting upon what happens at school. Parental involvement has been identified as providing benefits to pupils, including improving academic skills, behaviour and well-being (e.g. Burton & Goodman, 2011; Harris & Goodall, 2008; Peña, 2000). Within the literature, parental involvement is also identified by pupils as effective (Harrop & Williams, 1992; Merrett & Tang, 1994; Payne, 2015).

Thea: "If your parents weren't really involved and you're just really naughty in school and you're just good at home there wouldn't really be a point in class charts or anything." (3.8.101)

Freya: "because the parents can act on what they're doing as well and things …which helps things work better" (5.25.330)

Sarah: "a meeting will take place with your parents and then actions will be put in place so that you can sort of avoid this behaviour" (6.3.41)

3.1.4. Superordinate Theme 4: Power and authority

The pupils also identified the power and authority used in sanctions by schools. This theme appears within the literature, as pupils identified the authority of senior members of staff (Infantino & Little, 2005) and the power to withdraw privileges (Miller et al., 1998). Musgrove (2017) recognises a distinction between power and authority. Power is identified as residing with an individual, but authority is linked to particular role (Musgrove, 2017). The pupils appear to perceive authority, within the role of a senior teacher.

Anna: “send you straight to the Head Teacher’s office” (1.13.125)

Freddie: “you can get an hour with the Head Teacher if you do something really bad” (4.4.44)

Freya: “…you get spoken to by a higher member of staff and then…watched by the higher member of staff” (5.11.134)

They also recognised the power that teachers may have over the pupils.

Thea: “when the teachers tell you that you should do that, you should like automatically” (3.15.221)

Sarah: “kids just need to be…more controlled” (6.4.54)

Freddie: “…keep all the kids in place, so if they do something good, they know they’ve done something good and get rewarded. If they do something bad, they know they’ve done something bad and get punished.” (4.12.150)

3.2. Master Theme 2: Individuality

This theme includes differences between individuals, age of pupils, attribution of behaviour and responses to it from staff and pupils and motivating or demotivating factors. Pupils appear to recognise their individual identity influences their experiences of rewards and sanctions in school. Research has identified individual differences that may affect pupils’ behaviour and learning (Riding, 2005). Examples of these include home background (Roffey, 2016); gender (Bugler et al., 2015); or culture (Milner & Tenore, 2010). The pupils within this study did not explicitly identify specific reasons for their differences (apart from age) but did appear to recognise that these differences may affect their responses to rewards and sanctions.

3.2.1. Superordinate Theme 1: Differences

Pupils considered the differences between their individual experiences of rewards and sanctions. The possibility of tailoring rewards to suit individuals was reflected upon.

> **Freddie**: "they'd all be able to choose what they wanted on their reward menu" (4.19.233)
>
> **Freya**: "you would like personalise everything" (5.31.431)

The pupils also appeared to recognise that the rewards and sanctions used were similar for everyone and yet pupils may react differently to their application. This may reflect the pupils' own interpretation of rewards and sanctions alongside social and psychological differences between them and their peers (Willig, 2013). It may also link to the need for further understanding of 'the complex nature of pupils' responses' (Payne, 2015: p500).

> **Anna**: "…it kind of depends on the person giving it and getting it." (1.18.187)
>
> **Thea**: "… we are all different and I might like one thing but my friend …she doesn't and she can kick off sometimes and I'm like 'Calm down' but I'm different and I think I can do it." (3.5.56)
>
> **Sarah**: "…children that usually don't misbehave, then they're just told to stand outside, the isolation is like, 'oh my God, what did I do?', and they like get upset… But I think for children that are regularly sent out, just sending them out, I don't think it really works." (6.21.352)

3.2.2. Superordinate Theme 2: Age appropriateness

One difference explicitly identified by pupils was age difference. They recognised the changes to their potential reactions to rewards and sanctions, according to their age. Different responses by different age groups towards rewards and sanctions has previously been identified within the literature (Payne, 2015; Shreeve et al., 2002).

Anna: "[in primary] just send you out the classroom pretty much" (1.1.2)

Freddie: "Like maybe nursery and reception it would be good because the kids like stickers but like for us it does not work" (4.11.133)

Sarah: "when you're younger in primary school I think they're great" (6.24.394)

3.2.3. Superordinate Theme 3: Attribution

Pupils also considered the attribution of the causes of behaviour. This was identified for both teachers and pupils within schools. Attribution theory considers how individuals explain the causes for people's actions and behaviours (Gulliford & Miller, 2015). Weiner (1972) suggests that individual differences are related to our perceptions of causality. These causal attributions affect our achievements and motivations (Weiner, 1972). Thus, the attributions for the implementation of rewards and sanctions may affect the pupils' experiences. My interpretation of the pupils' experiences identified causal attributions to the way in which teachers use rewards and sanctions. Teachers' use of rewards and sanctions was attributed to their emotions and feelings towards others.

Anna: “Depends how the teacher’s feeling…If the teacher’s feeling rubbish they’ll send them straight across, if not they’ll just leave it…When you walk in you can tell they’re moody because they start, they either slam the door or they sit in it and do a sigh...” (1.2.17)

Tomas: “one day Sir was mad but and we do not do bad and is yeah hard for us…Sir did not have good day but is hard and I do not know why.” (2.10.99)

Freya: “sometimes people can be treated differently to others, like, either depending on the teacher, if the teacher likes them or not” (5.13.161)

The pupils also appeared to identify the way in which pupils respond to rewards and sanctions as attributed to their background or their personal choice.

Thea: “…the children…don’t choose to be good…some of them are mature, the ones that want to learn…the ones that don’t they just like mess around.” (3.11.156)

Sarah: “if you grow up in an environment where education isn't a value, you then won’t value it” (6.10.169)

3.2.4. Superordinate Theme 4: Motivating and demotivating factors

Motivation considers the value people place on an activity and the factors that contribute to their engagement (Ryan & Deci, 2000b). These motivational factors may be intrinsic or extrinsic, i.e. may be from personal dedication or an external influence (Ryan & Deci, 2000b). I interpreted the pupils’ motivation to be influenced by rewards and sanctions alongside their personal values. Motivational factors identified were both extrinsic – receive rewards; and intrinsic – hard work pays off, improved self-esteem (feels good) and working towards a personal goal, with slightly more emphasis upon the intrinsic factors.

Tomas: “For me that means I…trying hard to work and get more positives and medals…and never leave school” (2.5.44)

Freya: “It might be dark now and it might not seem like anything right but there’s going to be something at the end, so you go towards it” (5.3.25)

Sarah: “a reward works because praise is good for your self-esteem” (6.9.151)

Demotivating factors identified were the potential unfairness of systems and ease with which some rewards were given, potentially devaluing them. This mirrors suggestions that rewards and sanctions may harm motivation (Bear, Slaughter, Mantz, & Farley-Ripple, 2017).

Anna: “I never get one because the ones who have finished the work before me get one” (1.10.90)

Anna: “This girl who’s naughty in classes, does everything wrong, she got…the iPad…why would she give it to someone who just plays around in class” (1.7.58)

Freddie: “I feel like she sometimes does give out a few too many…because like you don’t really have to try hard to get one, it’s quite easy to get one” (4.6.56)

3.3. Master Theme 3: Application

Consideration of the values that may underpin the use of rewards and sanctions have been identified as a possible guiding principle in BM (Galvin, Miller, & Nash, 1999). The consistency and fairness in how rewards and sanctions are applied has also been recognised (Bennett, 2017; DfES, 1989; Ofsted, 2005). From the pupil responses, it appears the way in which rewards and sanctions are applied and the reason for their application influences the pupils’ experiences.

3.3.1. Superordinate Theme 1: Purpose

The pupils identified the purpose of the rewards and sanctions as an element affecting their experiences. This included the rules, safety, learning and competing with others.

Thea: “like in life you have to follow rules” (3.21.319)

Sarah: “children that usually have the higher number of them see it as a competition, that’s why teachers encourage it” (6.2.24)

Anna: “They use these because they want to make sure that you have a safe, happy school” (1.20.218)

Tomas: “They help to learn and can stop if student not want to learn” (2.5.50)

3.3.2. Superordinate Theme 2: Fairness and consistency

The other element of Application was how rewards and sanctions were applied. Pupils’ experiences appear to reflect a need for rewards and sanctions to be applied consistently and fairly.

Freya: “it was like well if she’s telling me to do this, he’s telling me to do this, which one do I go for or both?” (5.9.118)

Anna: “…it’s not fair on the people who do deserve it and don’t get it.” (1.7.62)

Tomas: “You get points and get prize and everyone can see and teachers know…it is fair. That is good for all, feels good.” (2.8.79)

Sarah: “…children that are just getting there…they’re not usually as appreciated …maybe you’re consistently doing what you need to do, have something extra because you’re consistent…if you’re constantly up there getting it, you’re like treated better.” (6.8.121)

3.4. Links between Master Themes

The Master Themes identified within this research have been presented as distinct; however, consideration of the links between them is also appropriate. To illustrate this I have provided three exemplar quotes. The three Master Themes are identified by different colours: Relationships, Individuality and Application.

Freya: "…depending on what you do and who it is…one person's getting detention and one person's getting isolated from everyone else. Which isn't always fair. It depends on who it is and if the teacher likes them." (5.18.237)

Anna: "…like you have to be so careful what you say and do otherwise they'll be harsh…it's not about that, it's different for everyone." (1.15.154)

Sarah: "…teachers may need to think about what they do and how but we don't always know why…need to think about who we are and get to know us because he's not very helpful if he doesn't know me." (6.14.237)

Within the exemplar quotes, the pupils discuss elements of the three Master Themes demonstrating the links between them. Freya talks about whether the teacher likes a pupil (Relationships), alongside fairness (Application) and who is involved (Individuality). Anna considers the communication that occurs (Relationships), how teachers apply rewards and sanctions (Application), and the differences (Individuality). Finally, Sarah suggests consideration of what and how teachers use rewards and sanctions (Application), getting to know each other (Relationships) and the individual people (Individuality).

Having explored the findings of the research, some tentative conclusions have been drawn. These conclusions may have implications for the role of Educational Psychologists (EP) and other educators. I will now discuss how these findings may affect our understanding of pupils' experiences of rewards and sanctions alongside the role of the EP.

4. Discussion

The six pupils discussed various factors influencing how they experience rewards and sanctions. They shared information about their personal experiences and considered elements they associate with rewards and sanctions. The pupils expressed views on:

- relationships and relational features of those involved
- individual differences that may affect rewards and sanctions
- reasons for, and ways in which rewards and sanctions are applied

My interpretation is that the underlying social and psychological processes appear to be relationships, individuality and application. This has implications for work of EPs and others as we seek to provide support for children and young people, their families and their educational settings. I will now consider each of these processes and the implications for Educational Psychology practice.

4.1. Relationships

Relationships emerged as a key theme for all pupils. The Elton Report (DfES, 1989) identified positive relationships with parents and with pupils as essential;

> Establishing good relationships with pupils, encouraging them to learn and to behave well have always been essential parts of a teacher's work. This cannot be achieved by talking at children, but by working with them (DfES, 1989: p69).

Ofsted (2005) also viewed positive relationships between teachers, parents and pupils as encouraging good behaviour (p15). However, in Behaviour and Discipline in Schools (DfE, 2016) fostering good relationships with parents and pupils is not mentioned. This lack of emphasis may need to be addressed within Government guidance and school policy when considering the psychological and social needs of pupils, parents and teachers.

Relatedness (the feeling of belonging and acceptance) and communication have been identified as basic psychological needs (Baumeister & Leary, 1995; Roffey, 2013; Ryan & Deci, 2000b; Tyrrell & Griffin, 2004). These need not undermine teacher's authority but rather support negotiation and balance (Milner & Tenore, 2010) and link to fewer discipline problems (Roffey, 2016). The pupils appear to suggest rewards and sanctions should be implemented alongside an emphasis on positive relationships.

The pupils' experiences of rewards and sanctions identify the importance of relationships. This reflects psychological models that consider the significance of relationships, such as our innate emotional needs within Human Givens (Tyrrell & Griffin, 2004); relatedness within Self Determination Theory (Ryan & Deci, 2000b); and relationships in the microsystem and beyond within Ecological Systems Theory (Bronfenbrenner, 1979). Given the psychological implications of this, EPs appear well placed to support at individual, group and systemic levels to highlight and foster positive relationships within schools (Roffey, 2016).

The application of psychological theory, with an emphasis upon the importance of positive relationships, may enable EPs to identify and support the emotional needs, the relatedness and the microsystems within which a child develops. This provides a psychological interpretation that may have been overlooked. Additionally, the skills, understandings and tools that EPs use may support the identification of protective factors (Roffey, 2016); obtaining the voice of the child (Hardy & Majors, 2017); development of policies underpinned by communication (Galvin et al., 1999); and the need to be an advocate for the child (Farrell et al., 2006). Thus, potentially promoting positive relationships in schools.

4.2. Individuality

Individuality emerged as a theme for the pupils within this study. This may suggest that pupils recognise the need for flexibility within systems, given pupils' ages and other individual differences. This may bring us back to the importance of idiography and the subjective experiences of individuals. Flexibility that is planned for and differentiation that takes into account the individual's needs may help to support school systems (Galvin et al., 1999).

Attribution was identified within the pupils' individual experiences. Miller et al. (2000) identified four factors that contributed to pupil attributions for challenging behaviour. These were 'fairness of the teacher's actions', 'pupil vulnerability', 'adverse family circumstances' and 'strictness of classroom regime' (Miller et al., 2000: p85). This research also identified fairness, teacher mood and pupil circumstances within the pupils' attributions. Consideration of a person's attributional style has been identified as an aspect of EP practice (Gulliford & Miller, 2015). EPs may use consultative methods, that seek to avoid blame and foster collaboration, to manage unhelpful attributions (Miller, 2003).

Motivation – the drive to act and achieve (Bugler et al., 2015) – was identified as an individual factor influencing the pupils' experiences of rewards and sanctions. Consideration of Self Determination Theory (Ryan & Deci, 2000b) and its application in a school setting may support EPs' work. EPs may consider the type of motivation – intrinsic or extrinsic - being displayed and the supportive conditions that accompany this (Ryan & Deci, 2000b). Intrinsic and extrinsic motivation have been questioned as dividing motivation too simplistically and a multifaceted theory of motivation has been posited (Reiss, 2012). By identifying the factors that support motivation, such as relationships, independence, competence (Ryan & Deci, 2000b) or curiosity, status and acceptance (Reiss, 2012), EPs may promote motivation in the classroom. By working with teachers to develop reflective practice or to support social and emotional wellbeing, for both teachers and pupils, EPs may be able to support the development of these factors (Poulou, 2005).

4.3. Application

The final theme identified was application – the why and the how rewards and sanctions are applied in the classroom. The pupils' experiences identified the purpose of rewards and sanctions as well as the need for them to be applied consistently and fairly.

The purpose of rewards and sanctions may be an important first step in their use. Ginott talks of the essence of discipline being an alternative to punishment, as discipline seeks to guide and teach pupils (Ginott, 1975; Manning & Bucher, 2001). This takes us back to the origin of the word discipline, from the Latin *disciplina* meaning instruction, and the root word *discere*, which means to learn. Research has considered more controlling techniques to be less efficacious (Ryan & Deci, 2000b), with more effective pastoral support identified as one of the factors of more effective schools (Galvin et al., 1999). By acknowledging why rewards and sanctions are being used, pupils, parents and teachers may develop a greater understanding of their use and the implications of this.

The pupils' experiences also considered the application of rewards and sanctions in terms of consistency and fairness. Consistent and fair application of reward and sanction systems has been identified as beneficial within the literature (Bennett, 2017; DfES, 1989; Hart, 2010; Maguire et al., 2010; Ofsted, 2005). Conversely, unfairness has been found to potentially limit the authority of the teacher and the systems being used (Pomeroy, 1999; Uitto, 2011). Through consideration of the research and effective systemic procedures, EPs may support the purpose and consistent application of rewards and sanctions.

EPs are able to work at a systemic level that can support the identification of values (Roffey, 2013). This may include working with teachers to consider the language being used, research findings and psychological concepts (Poulou, 2005). Consideration of the ethos or values of the school may allow for a greater understanding of the purpose of rewards and sanctions by all those involved (Galvin et al., 1999). EPs may offer guidance for a whole-school ethos relating to psychological principles that support social and emotional development (Roffey, 2016), thus underpinning the use of rewards and sanctions with evidence-based psychological practice. This may link to psychological models such as Human Givens

(Tyrrell & Griffin, 2004) or Ecological Systems Theory (Bronfenbrenner, 1979). They may also support the implementation of consistent and fair whole-school policies through teacher training (Poulou, 2005), monitoring and evaluation (Galvin et al., 1999), consultation (Gulliford & Miller, 2015) or action research (C. E. Law & Woods, 2019).

This research explored how pupils experience reward and sanction systems, leading to considerations of the implications for EPs. I will now consider the limitations of this research.

5. Limitations

Six pupils took part in this research, following the guidelines in Smith et al. (2012). Given the number of participants, the ability to generalise these findings may have been reduced. The pupils within this study were of a similar age and lived in the same area. This may reduce the ability to generalise these findings to other age groups or areas. Malim, Birch, and Wadeley (1992) argue that generalisations in IPA are not possible due to the idiographic nature of the research and focus on the interpretations of the phenomena. However, Larkin et al. (2006) suggest commonalities found across interview data may strengthen our understanding and has the potential to suggest wider implications. Smith et al. (2012) also suggest that 'theoretical generalizability' (p4) is possible, through consideration of existing research and experience.

Tuffour (2017) suggests a common criticism of IPA research is that it does not seek to explain why certain lived experiences occur. However, this research acknowledges that it took place within a particular context at a particular time and the descriptions of context offer some response to this critique. Recognition should be given to the fact that the pupils' interpretations of their experiences are evolving and the emergent properties of their interpretations may develop and change (Smith, 1996). Similarly, the researcher's interpretations are complicated and dependent on their thoughts and experiences which may also change over time (Smith, 1996). Further considerations include the articulacy of the participants (Brocki & Wearden, 2006), the communication between researcher and participants (Tuffour, 2017) and

the fallibility of interpretation (Smith, 1996). I hope my training and experience, both as a TEP and researcher, allows some confidence that I have the communication and analysis skills required. This may suggest that IPA research offers a possible construction of meaning, through the process of interpretation (Smith, 1996). Given these points, the findings of this research should be considered as tentative and uncertainties be recognised.

The research indicates my reflective and subjective analysis of the pupils' interpretations of their experiences. I recognise that as an IPA researcher I am part of the research process. My interpretations are rooted in the interview data. They are plausible interpretations based upon my sense making of the pupils' experiences, with the aim of enriching our understanding (Smith, 1996), whilst acknowledging the subjective process of this research.

Finally, through the recruitment of the pupils in this study I was limited to the year group that was selected with the school staff and by the initial responses of the parents. The pupils' stated views have arisen from their personal experiences. It should be recognised that they may not have experienced some aspects of rewards and sanctions personally and rather they are reporting on their interpretations of another's experience. They may also be unaware of different options available to schools for BM systems. I feel this does not limit their interpretation, but it may influence them and as such should be considered alongside the results of this analysis.

6. Conclusion

These findings may add to the existing literature on rewards and sanctions in schools, concerning our interpretations of the experiences of young people. This research was not about establishing the precise nature of rewards and sanctions; rather it was to explore pupils' experiences and views of systems of rewards and sanctions used within UK schools. My varied experience – questioning and celebrating their use – and experiences of others I have spoken to, strengthened my view that rewards and sanctions required further exploration.

This research supports the work of others in identifying elements that may help to support pupils within our schools. Within the literature explored, there appeared to be an acknowledgement by pupils that parents, positive comments or marks, power and individuality were important factors to consider. The pupil participants' experiences suggests that the rewards and sanctions utilised within schools are underpinned by psychological and social elements that may contribute to their success or failure. These elements include relationships between teachers, pupils and parents; acknowledgement of the differences and individuality of those involved; and clear, shared purpose and consistent, fair application of rewards and sanctions.

Given these findings, it appears that pupil's experiences of rewards and sanctions in schools are influenced by how they are implemented. In other words, 'Tain't What You Do: It's the Way That You Do It' (Oliver & Young, 1939).

At the time of writing this study, the UK Government announced the development of Behaviour Hubs with £10 million committed to 'enable schools with exemplary behaviour to work with other schools to improve their behaviour culture' (DfE, 2020: p1). These research findings may have implications for on-going guidance and how BM systems are currently promoted, with perhaps a greater need for consideration of the way BM systems are implemented.

For EPs working within complex school systems, identification and strengthening of 'the way that you do it' may further support schools, pupils and their families. This research appears to highlight the contribution EPs can make to systemic work.

For me, it seems appropriate that one of the pupils from this research sums up how pupils experience rewards and sanctions:

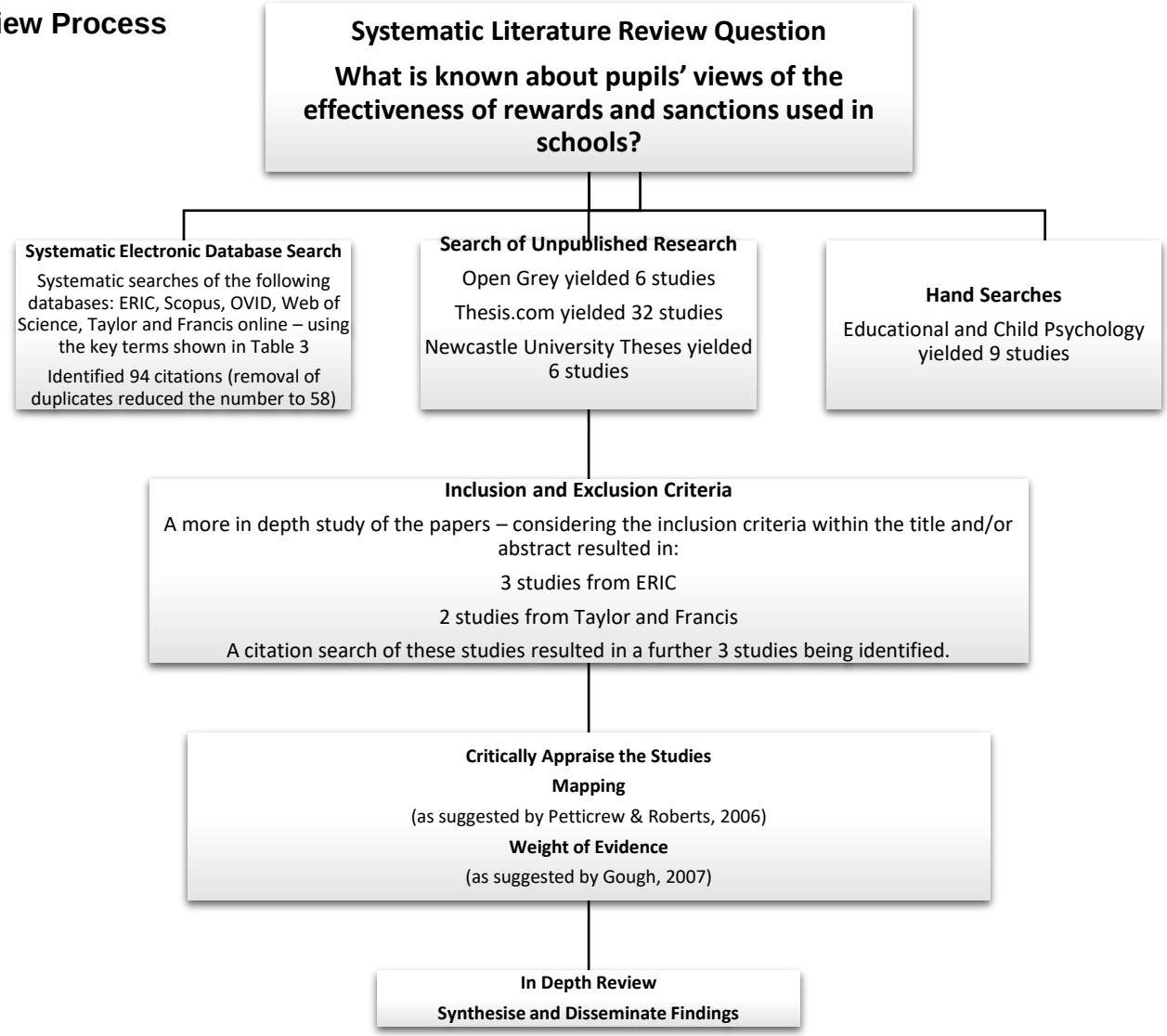
"Sometimes they should just, like, talk to the children" Thea (3.36.570)

Appendices

Appendix 1

Brief summary of systematic review process

Figure 1: Systematic Review Process



Appendix 2

Quality Assessment of Studies using EPPI Weight of Evidence

Key: Red – Low quality; Yellow – Medium quality; Green – High quality

EPPI Weight of Evidence Questions	1. Caffyn (1989)	2. Harrop & Holmes (1993)	3. Harrop & Williams (1992)	4. Infantino & Little (2005)	5. Merrett & Tang (1994)	6. Miller, Ferguson & Simpson (1998)	7. Payne (2015)	8. Shreeve, Boddington, Bernard, Brown, Clarke, Dean, Elkins, Kemp, Lees, Miller Oakley & Shiret (2002)
1. Are there ethical concerns about the way the study was done?	Possibly – no consent or recruitment information provided	Possibly – no consent or recruitment of teachers or pupils explained	Possibly – no consent or recruitment of teachers or pupils explained	No – parental and school consent was obtained; unclear if pupils' consent sought. Ethics approval given.	Possibly – no consent or recruitment information provided	No – parent, school and pupil consent was obtained	Possibly – data from larger study (no info of additional consent).	Possibly – no consent or recruitment of pupils explained
2. Were students and/or parents appropriately involved in the design or conduct of the study?	Yes, a little – pupils were consulted about the format and content of the questionnaire	No mention of parents or pupils involved in design/conduct. School staff were asked to look at sample	No mention of parents or pupils involved in design/conduct. School staff were asked to look at sample	No mention of parents or pupils involved in design/conduct.	No mention of parents or pupils involved in design/conduct. School staff input led to some modification	No mention of parents or pupils involved in design/conduct. Alterations made to questionnaire for relevancy to the school context	No mention of parents or pupils involved in design/conduct	No mention of parents or pupils involved in design/conduct.
3. Is there sufficient justification for why the study was done the way it was?	Yes, information obtained provided some evidence of views and provided a comparison between pupils' and teachers' views. Pilot study completed	Yes some, information obtained provided some evidence of pupils' rankings and their teachers' perceptions of these	Yes some, information obtained provided some evidence of pupils' views	Yes, explanations from previous research to justify use of questionnaire. Explanation given for lack of senior pupils	Yes, explanations about classes that participated, classification of data, pilot study completed. Information obtained provided evidence of pupils' views	Yes, explanations from previous research to justify use of questionnaire. Provided a comparison between pupils and their parents	Yes, study explains it is part of a larger study. It was initially intended as a pilot study to check reliability. Due to large data-set, key findings were analysed to comprise this study	Based on the views of the research team, who were 10 teachers, mentored by university tutor – method design based on their view of how to answer specific questions
4. Was the choice of research design appropriate for addressing the research question(s) posed?	Yes – it enabled research questions to be explored	Yes – it enabled research question to be explored	Partially – it enabled pupils views to be explored	Yes – it enabled research questions to be explored	Yes – it enabled research questions to be explored	Yes – it enabled research questions to be explored	Yes – it enabled research questions to be explored	Yes – it enabled research questions to be explored

EPPI Weight of Evidence Questions	1. Caffyn (1989)	2. Harrop & Holmes (1993)	3. Harrop & Williams (1992)	4. Infantino & Little (2005)	5. Merrett & Tang (1994)	6. Miller, Ferguson & Simpson (1998)	7. Payne (2015)	8. Shreeve, Boddington, Bernard, Brown, Clarke, Dean, Elkins, Kemp, Lees, Miller Oakley & Shiret (2002)
5. Have sufficient attempts been made to establish the repeatability or reliability of data collection methods or tools?	Only key findings in data given. Differences between genders, ages and abilities reported but data not provided.	Yes – Spearman's rank correlation coefficients were calculated. Measures have good validity and reliability	Yes – Spearman's rank correlation coefficients were calculated. Comparison between pupil and teacher data unclear	Yes – missing data is explained. Statistical analysis was non-parametric to allow for gender imbalance Chi—square test used. Mann-Whitney test used.	Yes, some. PRPR questionnaire used and provided. Percentages provided for only some of the responses given	Yes – Kendall's Tau was calculated. Clear explanation of administration	Yes – grouping of questions is clarified. Percentages used. Explanations of why percentages exceed 100% given.	No – unclear which documentation was asked for and why. Unclear which questions were asked
6. Have sufficient attempts been made to establish the validity or trustworthiness of data collection tools and methods?	Yes – pupils, teachers and market researcher helped to develop an appropriate questionnaire	Yes – questionnaires were discussed and modified prior to use with the schools involved	Yes – questionnaires were discussed and modified prior to use with the schools involved	Yes – developed from well-established questionnaires. Changes made came from additional research	Yes – questionnaires were discussed with school staff and pilot study was used	Yes – questionnaires were modified prior to use for relevancy with the school context	Yes, some – questionnaire was part of a pilot study which generated results for study	Yes, some – percentages are given for rewards and punishments
7. Have sufficient attempts been made to establish the repeatability or reliability of data analysis?	Yes, some – clear evidence of questionnaire items and responses. No evidence of genders, abilities, ages.	Yes – Evidence of questions asked. Spearman's rank correlation coefficient used	Yes – Evidence of questions asked. Spearman's rank correlation coefficient used	Yes – chi-square test used. Percentages given. Mean ranks given. Mann-Whitney test used. Explanation given for absent data	Yes, some – clear evidence of questionnaire items and responses to some of the questions	Yes – Evidence of questions asked. Kendall's Tau used	Yes – clear evidence of questions asked. Percentages and groupings shown and justified	No – explanations not given as to why some data reported and some not. Percentages used but unclear if all questions reported
8. Have sufficient attempts been made to establish the validity or trustworthiness of data analysis?	Yes – analysis is justified and valid. Limitations are acknowledged. Pilot study used.	Limitations of are discussed and some alternative explanations are given.	Limitations of questionnaire not discussed.	Yes – analysis is justified and valid. Methodological limitations are discussed	Yes, some – recognition that these are pupils' views not real life situations	Yes – analysis is justified and valid. Methodological limitations are discussed	Yes, some – analysis is justified Withdrawal of questions is justified given their ambiguity	No – unclear why certain elements were used and not others. Not all data has been reported
9. To what extent are the research design and methods employed able to rule out any other sources of error/bias, which would lead to alternative explanations for the findings of the study?	A little; unclear if wording of questionnaire from researchers or from pupils, teachers and market researcher. Pilot study used.	A little; additional explanations given but unclear what this consisted of. Questionnaires were checked by school staff not pupils.	Unclear. Authors appear to assume some claims based on data rather than explore further.	A little; questionnaires came from other research but some of this research was by the same author	A little; recognition that real life responses may differ from questionnaire. Younger children required support – not clarified	A little; questionnaires came from other research	A little. Part of larger study so error/bias may not be explicit. Only reports findings from two year groups.	Researchers were teachers at the schools in the study. Possible bias not given. Alternative explanations not given

EPPI Weight of Evidence Questions	1. Caffyn (1989)	2. Harrop & Holmes (1993)	3. Harrop & Williams (1992)	4. Infantino & Little (2005)	5. Merrett & Tang (1994)	6. Miller, Ferguson & Simpson (1998)	7. Payne (2015)	8. Shreeve, Boddington, Bernard, Brown, Clarke, Dean, Elkins, Kemp, Lees, Miller Oakley & Shiret (2002)
10. How generalisable are the study results?	Possibly – sample size reasonable. Recognised that data collection took place during a national strike, so less teachers' responses	Not really - Small sample size from only 2 schools in a particular context	Not really - Small sample size from only 2 schools in a particular context	Ok – reasonable sample size. Based in Australia but adapted for Australian schools	Possibly - Large sample size and variety of primary schools	Not really - Small sample size from only 1 school in a particular context, although links to findings in earlier studies	Not really – data taken from two year groups in one school with an exceptional reputation for good pupil behaviour only	Not really – ok sample size but not enough information on methodology to allow for generalisability
11. In light of the above, do the reviewers differ from the authors over the findings or conclusions of the study?	Clear coherence and links to literature	Clear coherence and links to literature	Clear coherence and links to literature	Clear coherence and links to literature	Clear coherence and links to literature	Clear coherence and links to literature	Clear coherence and links to literature	Clear coherence and some links to literature
12. Have sufficient attempts been made to justify the conclusions drawn from the findings, so that the conclusions are trustworthy?	Medium trustworthiness	Medium trustworthiness	Low trustworthiness	High trustworthiness	Medium trustworthiness	High trustworthiness	Medium trustworthiness	Low trustworthiness
13. Weight of evidence A: Can the study findings be trusted in answering the study question?	Medium trustworthiness	Medium trustworthiness	Low trustworthiness	High trustworthiness	Medium trustworthiness	High trustworthiness	Medium trustworthiness	Low trustworthiness
14. Weight of evidence B: Appropriateness of research design & analysis for addressing this systematic literature reviews research question?	Medium	Medium	Medium	High	Medium	High	High	Low
15. Weight of evidence C: Relevance of particular focus of the study for addressing this systematic literature reviews research question?	Medium	Medium	Medium	High	Medium	High	High	Medium
Overall Weight of Evidence rating (WoE)	Medium	Medium	Medium - Low	High	Medium	High	Medium - High	Low

Based on: EPPI-Centre (2007) Review Guidelines for Extracting Data and Quality Assessing Primary Studies in Educational Research. Version 2.0 London: EPPI-Centre, Social Science Research Unit.

Appendix 3

Descriptive data analysis - Rewards

		Reported Measure (if present) *Figures in red show ranked order for each paper* *Present in 4+ papers*							
Rewards (n=19)	**Number of papers reward is present in**	**Caffyn (Percentages) Behave well and work well reported separately**	**Harrop & Holmes (Ranked) Behave well and work well reported together**	**Harrop & Williams (Ranked) Reported for work well only**	**Infantino & Little (Mean Rank) Behave well or work well not specified**	**Merrett & Tang (Percentages) Behave well and work well reported separately**	**Miller, Ferguson & Simpson (Ranked) Work/behave better reported together**	**Payne (Percentages) Behave well and work well reported separately**	**Shreeve et al (Percentages) Behave well or work well not specified**
Parents informed about good behaviour (letter or phone call)	8	86% (behave well) 75% (work well) % mean = 80.5% 2nd	4th boys 2nd girls Mean = 3 3rd	1st	6.31 (3rd) letter	Letter home most popular reward (no data given) 1st	2nd	Y7 48% (behave well) 49% (work well) Y11 42% (behave well) 49% (work well) % mean = 47% 1st	Phone call Y8 60.1% Y9 57.2% Y10 57.8% % mean = 58.4% 5th
Favourable report/ Good school report	2	93% (behave well) 91% (work well) % mean = 92% 1st			6.51 (2nd)				
Good written comments	4	Comments and marks put together 77% (work well) 3rd	6th boys 6th girls Mean = 6 7th	2nd			3rd		
Good marks	6		1st boys 3rd girls Mean = 2 2nd	3rd	7.55 (1st)		1st		Y8 67.6% Y9 64.4% Y10 70.5% % mean = 67.5% 3rd
Merit/house/credit or team points or stamps	5	65% (behave well) 64% (work well) % mean = 64.5% 7th	3rd boys 7th girls Mean = 5 4th=	9th	4.25 (9th)			Y7 43% (behave well) 42% (work well) Y11 30% (behave well) 18% (work well) % mean = 33.25 % 2nd	

Rewards (n=19)	Number of papers reward is present in	Caffyn (Percentages) Behave well and work well reported separately	Harrop & Holmes (Ranked) Behave well and work well reported together	Harrop & Williams (Ranked) Reported for work well only	Infantino & Little (Mean Rank) Behave well or work well not specified	Merrett & Tang (Percentages) Behave well and work well reported separately	Miller, Ferguson & Simpson (Ranked) Work/behave better reported together	Payne (Percentages) Behave well and work well reported separately	Shreeve et al (Percentages) Behave well or work well not specified
Work on display	3		5th boys 5th girls Mean = 5 4th=	4th			5th		
Private praise	7	(Behave well) 73% (Year head) 71% (teacher) (Work well) 72% (Year head) 62% (teacher) % mean = 69.5% 6th	10th boys 10th girls Mean = 10 10th	6th	5.6 (8th) unclear if private or public	(Behave well) 51% (quiet praise) (work well) 48% (quiet praise) % mean = 49.5 % 3rd	9th		Unclear if public or private Y8 45.8% Y9 37.7% Y10 43.9% % mean = 42.5% 7th
Public praise	7	(Behave well) 51% (Year head) 54% (teacher) (Work well) 44% (Year head) 40% (teacher) % mean = 47.25 9th	9th boys 9th girls Mean = 9 9th	7th		(Behave well) 33% (loud praise) (work well) 42% (loud praise) % mean = 37.5% 4th	6th		
Special certificate	2		2nd boys 1st girls Mean = 1.5 1st						Y8 53.4% Y9 49.6% Y10 52.5% % mean = 51.8% 6th
Gifts – treats, sweets, prizes	5	57% (behave well) 8th	8th boys 8th girls Mean = 8 8th		6.15 (6th)	(Behave well) 68% (gifts or free time) (Work well) 84% (gifts or free time) % mean = 76% 2nd			Y8 73.9% Y9 80.1% Y10 82.0% % mean = 78.7% 1st
Given free time	4	51% (behave well) 38% (work well) % mean = 44.5% 10th			6.19 (4th)				Y8 67.2% Y9 75.8% Y10 69.7% % mean = 70.9% 2nd
Allowed to go on class outing as reward	2				6.18 (5th)				Y8 60.9% Y9 62.7% Y10 59.0% % mean = 60.9% 4th

Rewards (n=19)	Number of papers reward is present in	Caffyn (Percentages) Behave well and work well reported separately	Harrop & Holmes (Ranked) Behave well and work well reported together	Harrop & Williams (Ranked) Reported for work well only	Infantino & Little (Mean Rank) Behave well or work well not specified	Merrett & Tang (Percentages) Behave well and work well reported separately	Miller, Ferguson & Simpson (Ranked) Work/behave better reported together	Payne (Percentages) Behave well and work well reported separately	Shreeve et al (Percentages) Behave well or work well not specified
Sent to head teacher for a reward	1		7th boys 4th girls Mean = 5.5 6th						
Mentioned in assembly	2			5th			4th		
Whole class praised	2			8th			8th		
Praised by pupils	2			10th			7th		
Given a position of authority	1				5.63 (7th)				
Knowing the teacher is pleased	1	74% (behave well) 68% (work well) % mean = 71% 5th							
Teacher showing interest in work	1	73% (work well) 4th							

Descriptive data analysis – Sanctions

		Reported Measure (if present) *Figures in red show ranked order for each paper* *Present in 4+ papers*							
Sanctions (n=24)	**Number of papers reward is present in**	**Caffyn (Percentages) Behave well and work well reported separately**	**Harrop & Holmes (Ranked) Behave well and work well reported together**	**Harrop & Williams (Ranked) Reported for work well only**	**Infantino & Little (Mean Rank) Behave well or work well not specified**	**Merrett & Tang (Percentages) Behave well and work well reported separately**	**Miller, Ferguson & Simpson (Ranked) Work/behave better reported together**	**Payne (Percentages) Behave well and work well reported separately**	**Shreeve et al (Percentages) Behave well or work well not specified**
Parents informed about naughty/bad behaviour (letter, phone call or asked to come into school)	7	66% (letter) (behave well) 74% (parents come into school) (behave well) 59% (work well) % mean = 66.33% 2nd	3rd boys 1st girls Mean = 2 2nd	1st		Parents informed most effective punishment (no data given) 1st =	2nd	Y7 39% (behave well) 51% (work well) Y11 28% (behave well) 47% (work well) % mean = 41.25% 4th	Letter of phone call 1st Y8 60.1% Y9 57.6% Y10 61.1% % mean = 59.6%
Unfavourable report sent home	3	53% (behave well) 48% (work well) % mean = 50.5% 7th			6.17 (4th)			Y7 45% (behave well) 56% (work well) Y11 33% (behave well) 48% (work well) % mean = 45.5% 3rd	
Taking work home or given extra work	4	48% (work well) 8th	2nd boys 6th girls Mean = 4 4th	7th					Y8 48.6% 3rd Y9 52.5% Y10 54.9% % mean = 52%
Told off in public	7	39% (behave well) 37% (work well) % mean = 38% 12th	7th boys 4th girls Mean = 5.5 6th	4th		(Behave well) 56% (reprimanded loudly) (Work well) 51% (reprimanded loudly) % mean = 53.5% 3rd	4th	Y7 45% (behave well) 39% (work well) Y11 23% (behave well) 14% (work well) % mean = 30.25% 9th	Unclear if public or private Y8 38.7% Y9 35.7% Y10 34.2% % mean = 36.2% 6th
Told off in private	7	40% (behave well) 42% (work well) % mean = 41% 11th	10th boys 10th girls Mean = 10 10th	8th	6.39 (3rd)	(Behave well) 35% (reprimanded quietly) (Work well) 40% (reprimanded quietly) % mean = 37.5% 4th	8th	Y7 42% (behave well) 35% (work well) Y11 46% (behave well) 26% (work well) % mean = 37.25% 6th	

Sanctions (n=24)	Number of papers reward is present in	Caffyn (Percentages) Behave well and work well reported separately	Harrop & Holmes (Ranked) Behave well and work well reported together	Harrop & Williams (Ranked) Reported for work well only	Infantino & Little (Mean Rank) Behave well or work well not specified	Merrett & Tang (Percentages) Behave well and work well reported separately	Miller, Ferguson & Simpson (Ranked) Work/behave better reported together	Payne (Percentages) Behave well and work well reported separately	Shreeve et al (Percentages) Behave well or work well not specified
Teacher explaining what is wrong/ having a chat about the problem (in public)	3		5th boys 5th girls Mean = 5 5th	5th			3rd		
Teacher explaining what is wrong/ having a chat about the problem (in private)	6	57% (behave well) 71% (work well) % mean = 64% 3rd	8th boys 8th girls Mean = 8 8th	6th	4.93 (9th)		6th	Y7 46% (behave well) 55% (work well) Y11 37% (behave well) 55% (work well) % mean = 48.25% 2nd	
Teachers watching pupil closely	2	56% (behave well) 5th			5.49 (8th)				
Detention after school	4	37% (behave well) 31% (work well) % mean = 34% 13th			6.89 (1st)			Y7 45% (behave well) 23% (work well) Y11 33% (behave well) 14% (work well) % mean = 28.75% 10th	Y8 55.3% 2nd Y9 58.5% Y10 62.3% % mean = 58.7%
Kept in at playtime/detention at break	5		6th boys 7th girls Mean = 6.5 7th	9th			9th	Y7 34% (behave well) 23% (work well) Y11 10% (behave well) 8% (work well) % mean = 18.75% 13th	Y8 53.8% 4th Y9 52.1% Y10 48.8% % mean = 51.6%
Sent to headteacher or year head	6	59% (behave well) 47% (work well) % mean = 53% 6th	4th boys 3rd girls Mean = 3.5 3rd	3rd	6.55 (2nd)	Sent to headteacher most effective punishment (no data given) 1st =	5th		
Sent from room	2	21% (behave well) 16th			5.89 (5th)				
Moved to different class	3	42% (behave well) 10th					7th		Y8 30.2% 7th Y9 40.3% Y10 29.9% % mean = 33.5%

Sanctions (n=24)	Number of papers reward is present in	Caffyn (Percentages) Behave well and work well reported separately	Harrop & Holmes (Ranked) Behave well and work well reported together	Harrop & Williams (Ranked) Reported for work well only	Infantino & Little (Mean Rank) Behave well or work well not specified	Merrett & Tang (Percentages) Behave well and work well reported separately	Miller, Ferguson & Simpson (Ranked) Work/behave better reported together	Payne (Percentages) Behave well and work well reported separately	Shreeve et al (Percentages) Behave well or work well not specified
Removal of merit, credit, house points for team or demerits given	2	32% (behave well) 14th =	9th boys 9th girls Mean = 9 9th						
Stopped from going on school trip	4		1st boys 2nd girls Mean = 1.5 1st	2nd			1st	Y7 30% (behave well) 20% (work well) Y11 15% (behave well) 12% (work well) % mean = 19.25% 12th	
Not permitted to participate in preferred lesson or free time	2	59% (loss of free time) 62% (loss of lesson) % mean = 60.5% 4th			5.84 (7th)				
Low marks	2	Comments and marks put together 32% (work well) 14th =						Y7 22% (behave well) 81% (work well) Y11 22% (behave well) 83% (work well) % mean = 52% 1st	
Bad comment on work	2							Y7 27% (behave well) 52% (work well) Y11 13% (behave well) 55% (work well) % mean = 36.75% 7th	
Put 'On report'	2	67% 1st						Y7 49% (behave well) 38% (work well) Y11 32% (behave well) 32% (work well) % mean = 37.75% 5th	
Given lines	1	17% 17th							
Work in exclusion room	1								Y8 43.1% Y9 48.9% Y10 44.4% % mean = 45.5% 5th
Whole class told off	1							Y7 45% (behave well) 29% (work well) Y11 24% (behave well) 14% (work well) % mean = 28% 11th	

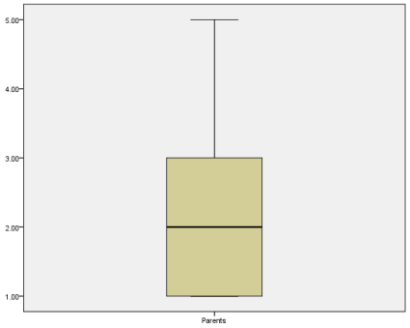
Appendix 4

Box plots – Rewards

Parents informed about good behaviour

Less effective

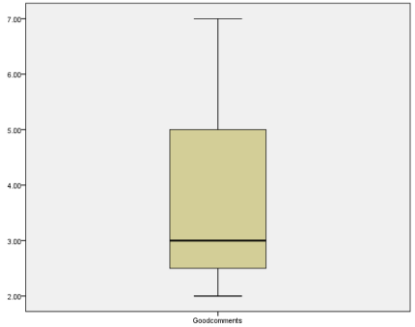
More effective



Good comments on work

Less effective

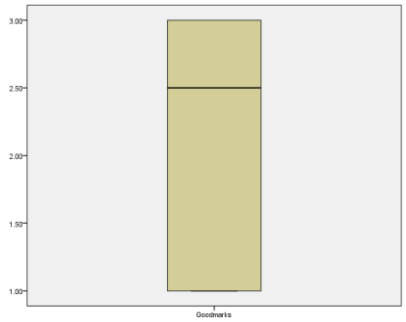
More effective



Good marks

Less effective

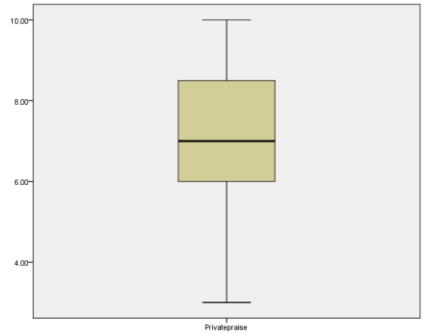
More effective



Private Praise

Less effective

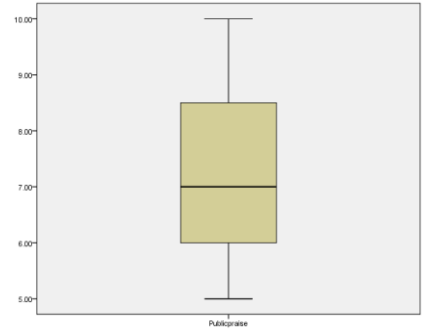
More effective



Public Praise

Less effective

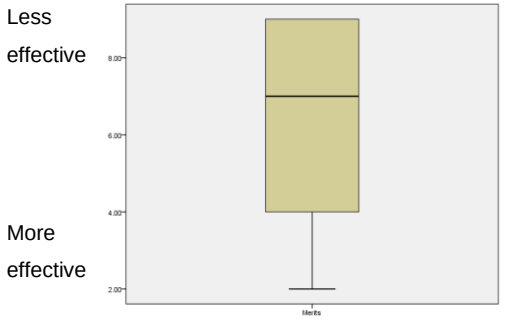
More effective



Merits

Less effective

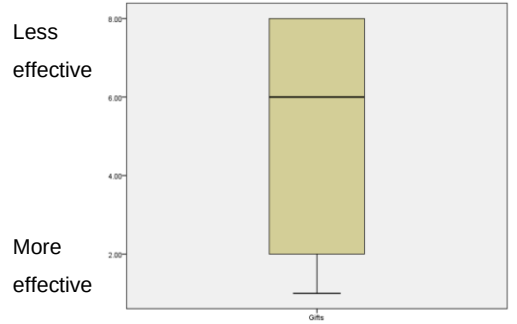
More effective



Gifts

Less effective

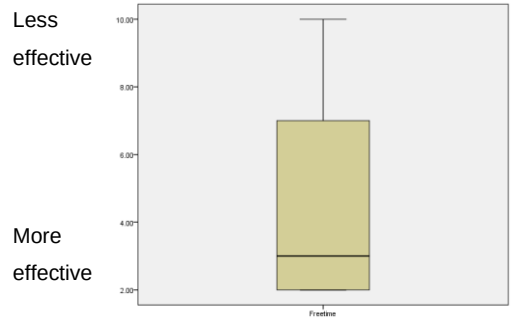
More effective



Given free time

Less effective

More effective

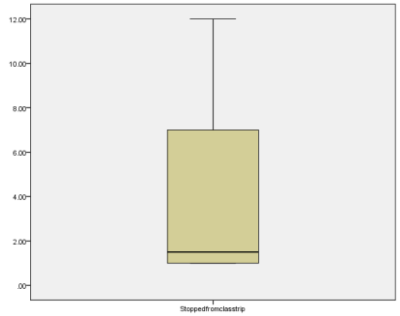


Box plots – Sanctions

Stopped from going on class trip

Less effective

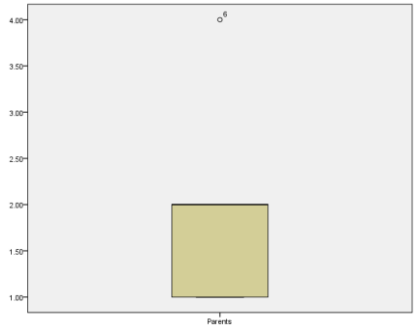
More effective



Parents informed about bad behaviour

Less effective

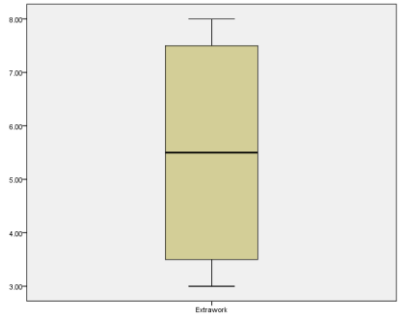
More effective



Extra work

Less effective

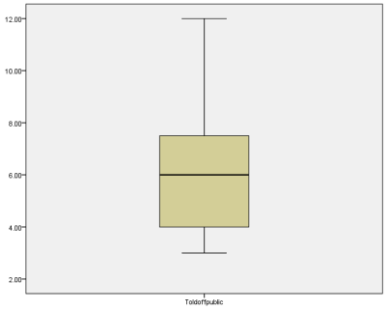
More effective



Told off in public

Less effective

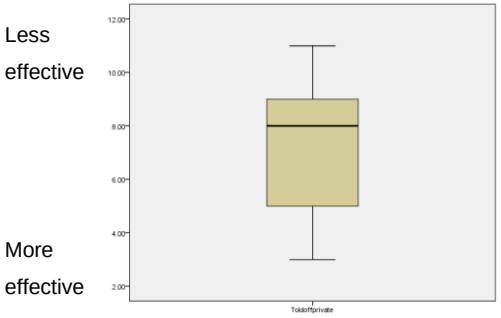
More effective



Told off in private

Less effective

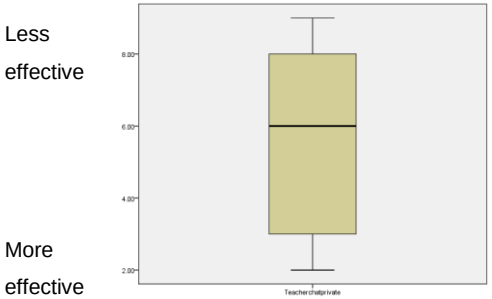
More effective



Teacher chat in private

Less effective

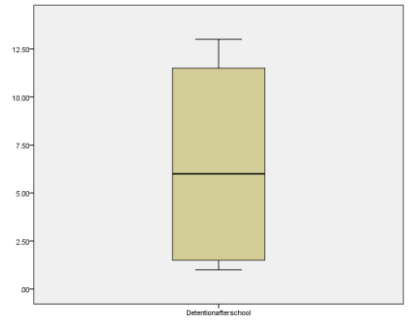
More effective



Detention after school

Less effective

More effective



Detention at break

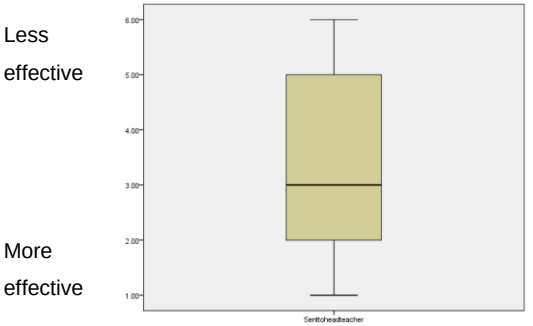
Less effective

More effective

Sent to head teacher

Less effective

More effective



Appendix 5

Rewards stimulus resources

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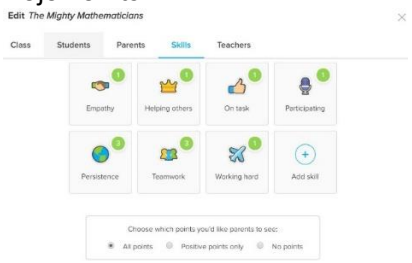
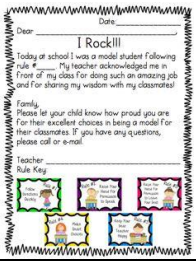
 
</td>
<td>Verbal Praise
  </td>
</tr>
<tr>
<td>Reward Menu
 
</td>
<td>Stickers
 
</td>
</tr>
<tr>
<td>Reward Chart
 
</td>
<td>Prizes
  </td>
</tr>
<tr>
<td>Stamps
  </td>
<td>Positive Letter Home
 
</td>
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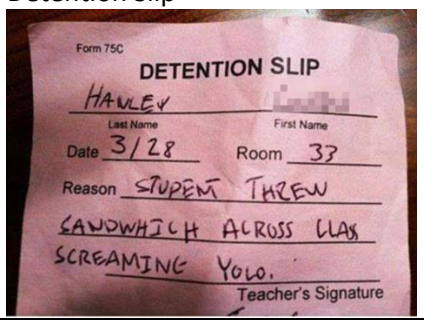
<tr>
<td colspan="2">Certificate
 
</td>
</tr>
</table>

Sanctions stimulus resources

Verbal Telling Off

Detention Slip



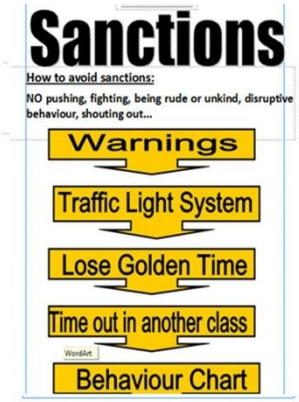
Consequence Steps

Consequence Table

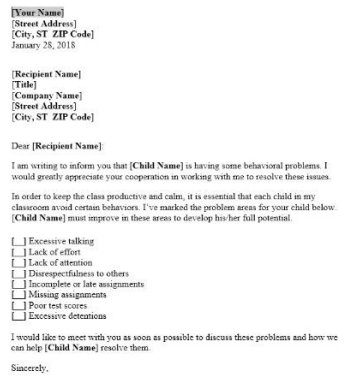
C1	• VERBAL WARNING - Late to lesson = time to be made up.
C2	• WRITTEN WARNING - Name on board, moved within room.
C3	• 15min TEACHER DETENTION (Break Time) with note in planner and/or contact home. Note in planner for h/w. Form Tutor to check planners for number of C3s.
C4	• Referral to Head of Department. 30min DETENTION (Lunchtime) and contact parent. May also include withdrawal from lesson within faculty and dept. report. Yellow slip to Form Tutor and Head of Year.
C5	• Referral to Head of Year. UP TO 1hr DETENTION (Lunchtime) and parent letter/meeting. May include withdrawal from lesson and subject report. Yellow slip to Form Tutor and Head of Year.
C6	• Senior Teacher Detention-After School/Isolation.
C7	• Internal Isolation/External Exclusion/Permanent Exclusion.

Isolation

Sanction List



Negative Letter Home



[Your Name]
[Street Address]
[City, ST ZIP Code]
January 28, 2018

[Recipient Name]
[Title]
[Company Name]
[Street Address]
[City, ST ZIP Code]

Dear [Recipient Name]:

I am writing to inform you that [Child Name] is having some behavioral problems. I would greatly appreciate your cooperation in working with me to resolve these issues.

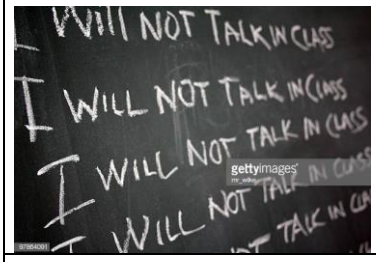
In order to keep the class productive and calm, it is essential that each child in my classroom avoid certain behaviors. I've marked the problem areas for your child below. [Child Name] must improve in these areas to develop his/her full potential.

[_] Excessive talking
[_] Lack of effort
[_] Lack of attention
[_] Disrespectfulness to others
[_] Incomplete or late assignments
[_] Missing assignments
[_] Poor test scores
[_] Excessive detentions

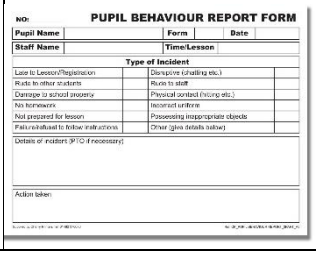
I would like to meet with you as soon as possible to discuss these problems and how we can help [Child Name] resolve them.

Sincerely,

Lines



Report Card



NO: **PUPIL BEHAVIOUR REPORT FORM**

Pupil Name		Form	Date
Staff Name		Time/Lesson	

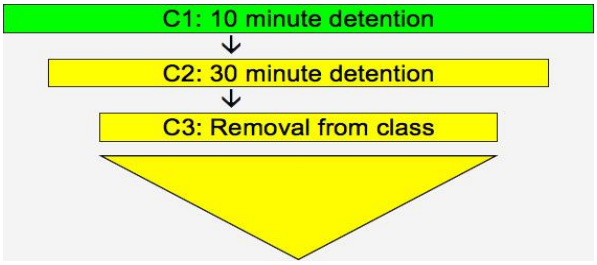
Type of Incident

Late to Lesson/Registration		Disruptive (chatting etc.)	
Rude to other students		Rude to staff	
Damage to school property		Physical contact (fighting etc.)	
No homework		Incorrect uniform	
Not prepared for lesson		Possessing inappropriate objects	
Failure/refusal to follow instructions		Other (give details below)	

Details of incident (FTO if necessary)

Action taken

Sanction Steps



Appendix 6

Information for Head Teachers/Senior Staff

This project aims to work with up to 6 secondary aged pupils to explore their perceptions of the rewards and sanctions used in schools.

I will be using semi structured interviews to talk with the pupils about their perceptions of the rewards and sanctions. Open ended and non-directive questions will be used, these will be informed by the IPA model of semi-structured interviews. To prompt discussion, I will use photographs of rewards and sanctions. The pupils will also be given the opportunity to write or draw their response, should they wish to do so.

I will work with school staff to arrange a suitable time, day and location for the interviews to take place. The pupils will be interviewed in a familiar setting during school hours and their responses will be voice recorded. The recordings will be transcribed, and no identifiers will be included at any stage. All data will be treated confidentially, stored in a password protected document, be non-identifiable to any individual and deleted once analysis is complete.

Following agreement from the schools I will write to the parents/carers of pupils within year groups that have been agreed upon with [the head teacher], according to school timetabling, exams or other school system factors, to discuss the possibility of their child taking part. This will include an initial consent form for parents to complete.

From the consents that are returned I will randomly select up to 6 participants and provide the parents and the pupils with additional detail about my research and answer questions they may have. Following this, if the participants and their parents are happy to proceed, I will arrange to meet the pupils individually at their school, prior to the interview, to answer any questions they may have and check they are happy to proceed.

On the day of the interview I will meet the pupil at school and ask them to complete a written consent form prior to the interview. I will answer any further questions before the interview begins. I anticipate the interview will take approximately one hour to complete.

After the interview the pupil will be provided with a debrief letter and I will inform them that should they wish to withdraw they will have up to two weeks to remove their data. After this the data may be part of a larger data set. The audio recordings and any written data will be transcribed and stored in a password protected document on my Newcastle University account. The raw data will only be seen by myself and my supervisor. All data will be anonymised and deleted once it has been analysed.

I have received full ethical approval and project approval from Newcastle University for my research. I have an enhanced DBS, safeguarding and GDPR training and have worked in schools for over twenty years. As such I am fully conversant with the necessary regulations and am experienced in talking and working with staff and pupils.

Letter for Head Teachers/Senior Staff

Dear [Head Teacher],

Thank you for agreeing to accommodate the research for my Doctorate in Educational Psychology within [School name] School. I am writing to provide you with some background information and details of my research proposal. If you or your staff have any questions about the research, please feel free to contact me.

The research aims to develop an understanding of pupils' experiences of the rewards and sanctions used in schools, with a view to supporting pupils who may find the systems difficult to abide by and supporting schools with the development of effective behaviour policies. Having a greater understanding of children's experiences and their views of rewards and sanctions may support us to work towards the development of systems that the children and staff find to be more beneficial. During my current research I have found there is a lack of information on how the pupils themselves experience the use of rewards and sanctions and their views may provide us with a rich source of information, which may increase our understanding and support for the pupils.

I intend to conduct semi-structured interviews with pupils in Year 7, as agreed with you, whose parents have given consent and who will be chosen at random. Each interview will be audio recorded and transcribed. Due to the in-depth, qualitative nature of the research, I will only require a maximum of 6 pupils from your school. I would be very grateful for your support in obtaining parental consent.

I would like to interview the pupils individually within the school setting. I am happy to work with staff to arrange the most suitable time to do this and would be grateful if a quiet room, to allow for a relaxed conversation, could be found for me to interview the pupil.

The pupils' responses to the interview questions will remain anonymous and will only be shared with staff if necessary, in line with the safeguarding policy. The research paper can be presented to school, should staff wish to be informed of the findings once this is complete. At no point will the school be identified within the research.

I have an enhanced DBS, safeguarding and GDPR training and have worked in schools for over twenty years. As such I am fully conversant with the necessary regulations and am experienced in talking and working with staff and pupils. I have received full ethical and project approval from Newcastle University and the Local Authority have given permission for the research to go ahead.

I will need the pupils' Parental Consent forms completed by [date tbc] so I can begin the interviews prior to the summer holidays. I have delivered these to school and would be grateful if they can be given out to the pupils.

Please do not hesitate to contact me or my supervisor if you have any questions.

Thank you
Kerry Tidd, Trainee Educational Psychologist

[Contact details provided]

Information sheet & consent form for parents/carers

Dear Parent/Carer,

I am a Trainee Educational Psychologist, from Newcastle University, who works in your child's school. As part of my training I am doing some research and want to look at children's perceptions of the rewards and sanctions used in schools. I am seeking your permission to interview your child. Participation in the research is entirely voluntary.

The research aims to develop an understanding of pupils' perceptions of the behaviour systems they have experienced with a view to supporting pupils and supporting schools with the development of effective systems. Having a greater understanding of pupils' experiences and their views may support us to work towards the development of behaviour systems that the children and staff find to be more beneficial.

I will use a set of questions to help me talk to the pupils. I will only need a maximum of 6 pupils from your child's school. If you are happy for your child to be involved, I will pick 6 children at random from those whose parents give consent.

I will use a voice recorder so I can listen back to the interview and make sure I don't miss anything that is said. This interview data will be stored on a computer and password protected, and it will be deleted after it has been analysed.
No one will know who said what and no names will be given to anyone.
I will only need to share what has been said with school staff if I feel there is a safety issue for your child. The only people who will see the raw data will be me and my supervisor. You or your child can withdraw from the research up to two weeks after the interview, as by this date the information from the interviews will have been put together for analysis.

If you are happy for your child to take part please fill in the form below, tick the box provided to give your consent and return it to school by the [date tbc]. If you wish to discuss the research, please provide your telephone number so I can contact you to answer any questions. When I have received the consent forms I will arrange, with school staff, a time to meet with and then interview your child at school.

Please contact me or my Supervisor if you have any questions at:
[Contact details provided]

Thank you.
Kerry Tidd, Trainee Educational Psychologist

I give consent for my child to take part in research regarding pupil perceptions of rewards and sanctions in schools.

☐ **Please tick to show you have understood the information provided and give your consent.**

Child's name..... Male/Female

Parent/carer signature..... Date.....

Telephone number (if you wish me to contact you to provide further information)

……

(Semi-structured Interview information to be read to the child the day before)

My name is Kerry and I am a Trainee Educational Psychologist who works in your school. I work with lots of different pupils but tomorrow I'll be coming into school to talk to you.

I want to know about your experiences of rewards and sanctions that are used in schools. I am very interested in what you think about them. Would it be ok if I come to talk with you tomorrow about what you think about rewards and sanctions in schools?

It will just be me and you having a talk and I won't write your name on anything so no-one will find out what you have said unless it is something important that we need to tell the teachers to make sure you are safe.

We can stop talking about things whenever you want to, or you can say you don't want to answer anything I ask you. If you want to write or draw any of your answers, then you can.

Because I want to remember all the important things you say, I will be recording our voices on a voice recorder, but no-one will know it is you talking on it. It will be deleted from the voice recorder when I have typed it all up.

How do you feel about me coming in to talk with you tomorrow?
Is there anything you would like to ask me about?
If you do not wish to take part, that is absolutely fine, it is entirely your choice.

Thank you,

Kerry Tidd
[Contact details provided]

Child consent form

My name is Kerry and I am a Trainee Educational Psychologist who works in your school. I work with lots of different pupils but today I'm going to talk to you. I want to know what your experiences of rewards and sanctions used in schools.

It is just me and you having a talk and I won't write your name on anything so no teachers will find out what you have said unless we need to tell them something you tell me to make sure you are safe.

Please tick the box if you understand ☐

We can stop talking about things whenever you want to, or you can say you don't want to answer anything I ask you.

Please tick the box if you understand ☐

Because I want to remember all the important things you say, I will be recording our voices on a voice recorder, but no-one will know it is you talking on it. After a while it will be deleted off the voice recorder. If you want to write or draw anything relating to my questions, then you can.

Please tick the box if you understand ☐

Are you happy to take part?

Please tick the box to give your consent ☐

Verbal consent obtained: …… (Researcher signature)

I consent to taking part in this research: …….. (Pupil's signature)

Date: ……

Thank you.

Kerry Tidd
[Contact details provided]

These questions are a guide to areas that may be discussed and not set questions.

1. In your own words, can you tell me about the schools you have attended and what rewards and sanctions (punishments) they used?

Prompt: Have you ever seen a reward or a sanction being used?
Prompt: What was used in your primary school reward and sanction system?
Prompt: What was used in your secondary school reward and sanction system?
Use of photographic stimuli relating to rewards and sanctions
Examples: Can you give me some examples of what rewards and sanctions you have seen?

2. What ways have you seen school staff using rewards and sanctions (at primary or secondary school)?

Prompt: How have your teachers shown they are pleased or not pleased?
Prompt: When have your teachers shown they are pleased or not pleased?
Use of photographic stimuli relating to rewards and sanctions
Examples: Can you give me some examples of the rewards/sanctions you have seen?

3. What do you think about the rewards and sanctions you have experienced?

Prompt: What are they like?
Prompt: What makes them help or not help?
Prompt: What makes them help?
Examples: Can you give me some examples of the best/most useful rewards or sanctions?
Examples: Can you give me some examples of the worst/most useless rewards and sanctions?

4. What does it mean to you to have rewards and sanctions in school?

Prompt: How does having rewards and sanctions affect you?
Use of photographic stimuli relating to rewards and sanctions
Examples: Can you think of a time when it has been important for a reward or a sanction to be used?

5. Are there differences between a good reward or sanction and a bad reward or sanction?

Prompt: What is a good/bad reward or sanction like?
Examples: Can you give me some examples of good and bad rewards and sanctions?

6. Why do you think school staff use these methods?

Prompt: What do rewards and sanctions try to do in school?
Examples: Can you give me some examples of a reward/sanction that does that?

7. What do you think teachers could do instead of using rewards and sanctions?

Prompt: Why do you think that may work?
Examples: Can you give me an example of when that could be used in school?

8. What do you think it would be like in school if teachers did something different?

Prompt: Have you ever thought about a different way of being rewarded? Or a different way of being punished?
Examples: Can you give me an example of what you think would happen if that was used?

Thank you for answering my questions. Remember your name is not on anything so no-one will know what you have said.

Thank you for participating in this study.

One of the main aims of this study was to explore pupils' experiences of the rewards and sanctions used in schools.

I used semi-structured interviews to gather individual pupils' experiences of rewards and sanctions in schools.

One of the reasons for studying this is to consider how we can help schools to develop systems that children will benefit from and how we can support children who struggle to conform to the current systems.

Your contribution to this study is therefore very valuable and very much appreciated.

Should you or your parents decide you do not want to take part it is possible to withdraw your data from the study up to the point it becomes part of a larger data set. It is therefore necessary that you inform me of your wish to withdraw within two weeks of this interview. If you do withdraw all data received from you will be deleted.

If you or your parents would like more information, or have any further questions about any aspect of this study, or would like to read the final research paper, then please feel free to contact me or my Supervisor, Fiona Boyd at:

[Contact details provided]

Thank you.

Kerry Tidd

Appendix 7

Ethical approval

Dear Kerry

Thank you for your application for ethical approval of your project *What are pupils' perceptions of the rewards and punishments used in schools?* I confirm that Dr Simon Woods has approved it on behalf of the Faculty of Humanities and Social Sciences Ethics Committee.

Please note that this approval applies to the project protocol as stated in your application - if any amendments are made to this during the course of the project, please submit the revisions to the Ethics Committee in order for them to be reviewed and approved.

Kind regards,

Appendix 8

Superordinate themes across the papers

Master Themes	**Relationships**				**Application**		**Individuality**			
Superordinate Themes	**Relatedness**	**Power and Authority Figures**	**Parental involvement**	**Communication**	**Purpose**	**Fairness & Consistency**	**Age Appropriateness**	**Attribution**	**Motivating and demotivating factors**	**Differences**
Anna	x	x	x	x	x	x	x	x	x	x
Tomas	x	x		x	x	x		x	x	
Thea	x	x	x	x	x	x	x	x	x	x
Freddie	x	x	x	x	x	x	x	x	x	x
Freya	x	x	x	x	x	x	x	x	x	x
Sarah	x	x	x	x	x	x	x	x	x	x

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