

How to observe situations and relationships at risk in order to prevent radicalisation in the classroom?

Grid for defining indicators

The proposed indicators will be shared and implemented through moments dedicated to information and training. The role of the teacher as an observer remains a priority ; in fact he/she can observe in the classroom, in order to grasp the possible "warning signs".

Socio-emotional indicators

- social isolation
- low popularity in the class group
- aggression (verbal and physical level)
- high reactivity
- reduced emotional self-regulation
- negative emotions (fear, sadness, etc.)
- low self-esteem and claims of no self-confidence

Cognitive indicators

- worsening school performance
- difficulty concentrating
- early school leaving

Context indicators

- frequent absences
- adverse socio-economic conditions
- Low involvement of parent/parents extremely vigilant

Socio-emotional indicators	Observational criteria
Social isolation	He/she is sitting alone at the desk He/she often stands alone during breaks
Lack of popularity in the class group	He/she is not chosen during the group work His/her opinion is not considered at discussion time
Aggressiveness (verbal and physical level)	He/she turns to classmates and teachers with threatening tones and/or offensive words He/she performs gestures denoting aggressiveness
High reactivity	When facing a reprimand he/she overreacts He/she doesn't stand his/her classmates' jokes
Reduced emotional self-regulation	He/she shows sudden reactions due to poor self control He/she needs to get out of the classroom to quiet down ...
Negative emotions (fear, sadness, etc.)	He/she has a non verbal attitude of refusal He/she fears the judgment of others, so often shows a passive behaviour for not taking a stand
Low self-esteem and claims of no self-confidence	Faced tasks supposed to be too difficult, he/she tends to give up He/she claims not to be able to perform the requested task

Cognitive indicators	Observational criteria
Worsening school performance	He/she has lower average assessment He/she does not complete the tasks required
Difficulty concentrating	His/her mind often wanders during lessons (chatting, using the mobile...) He/she needs frequent breaks to keep the attention.....
ESL (Early School Leaving)	He/she doesn't finish the training course

Context indicators	Observational criteria
Frequent absences	Significant delays and absences
Adverse socio-economic conditions	Followed by social services because of a state of socio-economic deprivation Parents unemployed ...
Low involvement of parents extremely vigilant	Parents don't participate in meetings/delivery school report ...