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Australian STANDARD®

STANDARDS Australia

Children's Safety in the Metaverse



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Charles Darwin University
Consumers' Federation of Australia
Department of Defence (Australian Government)
Office of the eSafety Commissioner
The University of Newcastle
University of South Australia
University of Technology Sydney
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Children's Safety in the Metaverse

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How to read this Standard

This page explains the meaning of the language and structure of this Standard.

Refer to Standards Australia's Standardisation Guide 006 for more details about drafting rules.

Australian and Australian/New Zealand Standards are voluntary unless they are referenced in legislation or called up in contracts.

Requirements

To conform to a Standard, all requirements in the Standard need to be met.

A requirement is any statement in the Standard which uses the word "shall".

Recommendations, permissions and possibilities

The following words are commonly used in Standards, but statements using them do not have to be followed to conform to the Standard:

(a) "should" means that something is recommended.

(b) "may" means that something is permitted.

(c) "can" means that something is possible.

Structure of Standards

A Standard always has the following parts:

(i) The Preface states who developed the Standard, what the Standard is aiming to do, and how it relates to other documents.

(ii) The Scope states what the Standard is about, what it covers and what it does not cover.

(iii) The Normative references clause lists other documents that are referenced in the Standard as part of requirements.

(iv) The Terms and definitions clause defines important terms to help with understanding the Standard.

A Standard may also include other parts, such as the following:

(1) A normative appendix sets additional requirements that need to be conformed to.

(2) An informative appendix provides additional information or guidance. An informative appendix provides additional information or guidance. They usually do not contain requirements. If an informative appendix does contain requirements, the Standard will explain when those requirements apply.

(3) A Bibliography lists documents referenced in the Standard but not as part of requirements.

Many Standards include notes. Notes provide recommendations and/or guidance only. They never contain requirements.

Contents

Page

Preface ..... **viii**

Introduction ..... **ix**

1 Scope and general **1**
1.1 Scope 1
1.2 Normative references 1
1.3 Terms and definitions 1

2 Introduction to the metaverse **7**
2.1 What is the metaverse? 7
2.1.1 General 7
2.1.2 Characteristics of the metaverse 7
2.1.3 Identity in the metaverse 9
2.1.4 Impact on children's digital experiences 9
2.2 Policy and regulatory landscape for children's online safety and privacy 10
2.2.1 General 10
2.2.2 Areas for further development 11
2.3 Building a better metaverse 12
2.3.1 General 12
2.3.2 Overview and considerations 12
2.4 Convergence of technologies 13
2.4.1 General 13
2.4.2 Integration of AI in the metaverse 13

3 Understanding children's safety in the metaverse **15**
3.1 Identification of potential risks 15
3.1.1 General 15
3.1.2 Categories of risk 16
3.1.3 Overview of psychological impacts 18
3.1.4 Overview of physical safety impact 18
3.1.5 Blurring of virtual and physical worlds 19

4 Cyberbullying, online harassment and grooming **19**
4.1 Introduction 19
4.1.1 General 19
4.1.2 Metaverse experience and harms 21
4.2 Grooming behaviours 21
4.3 Impact of harms 21
4.3.1 Mental health impacts 21
4.3.2 Social impacts 22
4.4 Underlying causes of harms 22
4.4.1 General 22
4.4.2 Anonymity, pseudonymity and embodiment 22
4.4.3 Evolving nature of interactions 23
4.5 Recommendations for industry 24
4.5.1 General 24
4.5.2 Technological and policy measures 24
4.5.3 Community and collaborative efforts 25
4.5.4 Community guidelines and behavioural standards 25
4.5.5 Grooming behaviours 26
4.6 Recommendations for government 26
4.6.1 General 26
4.6.2 Community guidelines and behavioural standards 26
4.6.3 Grooming behaviours 26
4.7 Recommendations for parents and carers 27
4.7.1 General safety advice 27
4.7.2 Community guidelines and behavioural standards 27

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5 Age-appropriate content and experience moderation 27
5.1 Introduction to moderation 27
5.1.1 Moderation systems 27
5.1.2 Conduct guidelines and behavioural standards 28
5.2 Building effective moderation systems 28
5.2.1 General 28
5.2.2 Bias and privacy in real time monitoring 29
5.2.3 Trust and Safety community 29
5.3 Age assurance 31
5.3.1 Introduction to age assurance 31
5.3.2 Implementing age assurance 31
5.4 Age-appropriate virtual experiences 32
5.4.1 Age classification systems 32
5.4.2 Identifying dark patterns in the metaverse 33
5.5 Recommendations for industry 34
5.5.1 Considerations for implementing moderation systems 34
5.5.2 Considerations for implementing age assurance solutions 34
5.5.3 Designing and promoting effective age-appropriate virtual experiences 35
5.5.4 Establishing effective community guidelines 37
5.5.5 Training and efficiency of moderation teams 37
5.5.6 Providing data for investigations 38
5.6 Recommendations for government 38
5.7 Recommendations for parents and carers 38

6 Online privacy and data protection 39
6.1 Privacy and data protection in the metaverse 39
6.2 XR data 39
6.2.1 Definition and examples 39
6.2.2 XR data types 39
6.3 XR data privacy 40
6.3.1 General 40
6.3.2 Data privacy in Australia 40
6.3.3 Data privacy principles 41
6.3.4 Data privacy and interoperability 41
6.4 Data collection and processing 41
6.4.1 General 41
6.4.2 Data processing methods 42
6.5 Impact of data collection on user experience, security and rights 43
6.5.1 Risks to user security 43
6.5.2 Risks to user experience and rights 43
6.6 Best practices for implementing privacy and data protection 44
6.6.1 Managing risk of harm 44
6.6.2 Responsible AI and Privacy by Design 44
6.6.3 Minimizing privacy risks 45
6.6.4 Consent mechanisms 46
6.7 Recommendations for industry 47
6.8 Recommendations for government 48
6.8.1 General 48
6.8.2 Managing privacy risks 48
6.9 Recommendations for parents and carers 48
6.9.1 General 48
6.9.2 Managing privacy risks 48

7 Supervision and control mechanisms 49
7.1 Introduction to supervision and controls 49
7.1.1 General 49
7.1.2 Importance of involvement 49
7.2 Overview of parental controls 50
7.2.1 General 50

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7.2.2 Device-level controls ... 50
7.2.3 Platform-level controls ... 50
7.2.4 Review and limitations of existing control mechanisms ... 50
7.3 Guidance on setting boundaries ... 51
7.4 Existing resources for parents and carers ... 51
7.5 Recommendations for industry ... 52
7.5.1 General ... 52
7.5.2 Designing and implementing controls ... 52
7.6 Recommendations for government ... 53
7.7 Recommendations for parents and carers ... 53
7.7.1 General ... 53
7.7.2 Strategies and tools for effective supervision ... 53

8 Educational initiatives for children ... 54
8.1 Introduction to educational initiatives ... 54
8.1.1 General ... 54
8.1.2 Skills for safe and effective metaverse navigation ... 55
8.2 Promoting digital literacy among children ... 55
8.2.1 General ... 55
8.2.2 Digital literacy in the Australian curriculum ... 56
8.2.3 Curriculum development and integration with existing systems ... 56
8.2.4 Development of age-appropriate and accessible educational resources ... 56
8.3 Educating for responsible behaviour in the metaverse ... 57
8.3.1 Recommendations for educators ... 57
8.3.2 Recommendations for industry ... 57
8.3.3 Recommendations for government ... 57
8.3.4 Recommendations for parents and carers ... 57

9 Collaboration and stakeholder engagement ... 58
9.1 Introduction to collaboration and stakeholder engagement ... 58
9.1.1 General ... 58
9.1.2 Stakeholder groups ... 58
9.2 Multi-stakeholder partnerships for child safety ... 59
9.3 Building supportive virtual communities ... 59

Appendix A (informative) **Resources for parents, carers and educators ... 61**

Bibliography ... 65

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Preface

This Standard was prepared as a Standards Australia document under the Alternative Standards Development Pathway.

The objective of this document is to provide a practical framework for advancing children's safety in the metaverse. It provides guidance for —

(a) businesses and industry;

(b) government and policymakers;

(c) educators and community organizations; and

(d) parents, carers, children and families.

This document is organized into 9 Sections, commencing with an introduction to the metaverse and the current policy and regulatory landscape in Section 2. Section 3 provides an understanding of children's safety in the metaverse, identifying potential risks and harms, with Section 4 providing in-depth information on cyberbullying, online harassment and grooming. Information on age-appropriate content and experience moderation is detailed in Section 5, followed by privacy and data protection measures in Section 6, and supervision and control mechanisms in Section 7. Educational initiatives for children are covered in Section 8, with a final section on collaboration and stakeholder engagement in Section 9.

Specific recommendations for industry, government, and parents and carers are provided in separate clauses at the end of Sections 4 to 8.

The recommendations in this document are based on the current and expected state of the technology.

This a guidance document. It does not contain requirements.

Names of companies are given for the convenience of users of this document and this does not constitute an endorsement by Standards Australia.

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Introduction

This document aims to address the safety and wellbeing of children in rapidly evolving virtual and augmented environments, specifically the continuous, shared, three-dimensional space known as the “metaverse”. This document directly impacts individuals and organizations engaging in metaverse activities and navigating their broader societal impact, including children and families, law enforcement agencies, governments, research organizations, businesses and community groups. The document introduces important concepts relating to the metaverse and provides guidance for building and participating in immersive and virtual environments with a focus on children’s safety, privacy and accessibility.

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NOTES

Australian Standard®

Children's Safety in the Metaverse

1 Scope and general

1.1 Scope

This document provides a practical framework for advancing children's safety in the metaverse. It provides guidance for —

(a) businesses and industry;

(b) government and policymakers;

(c) educators and community organizations; and

(d) parents, carers, children and families.

This document identifies and recommends industry measures, government policies, parental guidance practices and educational initiatives tailored to children's safety in the metaverse.

1.2 Normative references

There are no normative references in this document.

NOTE Documents for informative purposes are listed in the Bibliography.

1.3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

(a) IEC Electropedia: available at http://www.electropedia.org

(b) ISO Online browsing platform: available at https://www.iso.org/obp

1.3.1
accessibility
usability of products, devices, services or environments by people with varying capabilities and needs, ensuring equitable access

1.3.2
artificial intelligence
AI
machine-based system trained on large quantities of data, capable of processing inputs to autonomously produce outputs such as content, predictions, decisions, recommendations or analysis

1.3.3
augmented environments
digital overlays of real-world environments that enhance the physical space with virtual elements, providing users with augmented reality experiences

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