AS 5402:2025

Australian STANDARD®

STANDARDS Australia

Children's Safety in the Metaverse

AS 5402:2025

This Australian Standard® was prepared by Project Committee MV-002, Metaverse, under the Alternative Standards Development Pathway. It was approved by Standards Australia's Standards Development and Accreditation Committee on 10 June 2025.

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The following are represented on Committee MV-002:

Australian Industry Group
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
X Reality Safety Intelligence

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Australian Standard®

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.

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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.

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.

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