



Purple Network
CUH staff network

NHS
Cambridge
University Hospitals
NHS Foundation Trust

Purple Passport: Guidance for Managers

A tool to support health and wellbeing at work

The Purple Passport has been developed in collaboration with the CUH Purple Staff Network as part of the CUH commitment to ensure all staff feel included, supported and confident to be themselves at work.

What is the Purple Passport?

The Purple Passport is a tool to support health and wellbeing at work. It provides space for an individual to record any information they would like to share about a visible or hidden disability, physical, neuro-diverse or mental health condition and anything they need in the workplace to support them to perform their role.

This passport belongs to the individual – they own it and can take it with them as they move through different roles within CUH and the wider NHS.

The passport aims to facilitate an open and honest conversation between an individual and you, their line manager, about their health and wellbeing. This helps create a shared understanding of any health concerns, issues affecting work and any adjustments that are needed. Any information shared by an individual **must** be kept confidential and not made available to anyone else without the individual's permission.

Using the passport is completely voluntary, and an individual can choose how much information they want to share. Individual should have the opportunity to review the information in their passport with you at least annually, in an appraisal or 1:1, to ensure that they are receiving the best possible support.

The Purple Passport is not a legal document, although it does help CUH meet its legal obligations to our staff as outlined in the Equality Act 2010. While it complements other Workforce policies, the passport does not replace or reduce any other policies or processes. The Purple Passport does not replace the Covid-19 risk assessment but can help facilitate a more in-depth conversation about a health condition or disability.

Guidance for individuals on how to use the passport is available [here](#).

If you have any questions about how to use the passport, please [contact the Equality, Diversity and Inclusion team](#).

Who can use the Purple Passport?

The Purple Passport has been designed to be used by any member of staff who has a visible or hidden disability, physical, neuro-diverse or mental health condition. This includes many fluctuating or progressive health conditions, sensory impairments, learning differences and difficulties and neuro-diverse conditions¹.

An individual does not need to have a formal diagnosis to be able to use the Purple Passport as a tool to facilitate a conversation with their line manager. An individual can choose to use the passport at any stage in their time at CUH.

An individual may approach you and request a 1:1 to talk through their Purple Passport, or you might suggest using the passport if you become aware that a member of your team is managing a health condition or disability – this should always be the individual's choice. You can share the [Guidance for Individuals](#) with them in advance.

Preparing to discuss an individual's Purple Passport

Make sure you have a good understanding of what the Purple Passport is and how to use it. Schedule a 1:1 somewhere that is quiet, confidential and where you won't be interrupted.

Some managers can understandably find themselves feeling nervous before a conversation about a health condition or disability. That's OK! You are not expected to have an in-depth knowledge of any health condition or disability, or to have all the answers.

The most important thing you can do is to listen actively and without judgement. The individual in your team is the expert in them as an individual and how their health condition or disability impacts them. Your team member should come to the meeting having thought about what they want to say, and with some notes for each section of the passport.

Don't be afraid to ask questions to further your understanding, while also respecting that individuals may not want to share everything with you. If you are worried about what language to use or saying the wrong thing, simply ask the individual which terms and phrases they would prefer you to use and make an effort to remember those.

If you'd like to develop your skills or build your confidence in active listening and leading inclusively, or expand your knowledge about disability, you may wish to take a look at the following resources available on DOT.

¹ Under the Equality Act 2010, someone is Disabled if they have a physical or mental impairment that has a substantial negative affect on their ability to do normal daily activities and lasts longer than 12 months. This includes many fluctuating and progressive conditions, visible and hidden disabilities, physical and mental health conditions.

Many people who fall under this legal definition don't consider themselves to be 'disabled' or may use different language to describe themselves.

Find out more about disability [here](#).

I need something quickly...

[Coaching Techniques for Empowering Conversations](#) – short guide

[Leading During the Pandemic](#) – a series of short guides on a number of topics, not just for Covid-19 challenges.

[Disability Confident](#) – eLearning

[Inclusive leadership](#) – eLearning

I've got a bit more time...

[Leading Inclusively – Focus on Civility](#) – interactive webinar

[Leading Through Engagement](#) – interactive webinar

[Managing Remote Teams](#) – interactive webinar

[Sage and Thyme communication skills](#) – interactive workshop

[REACT Mental Health conversation training](#) – live training session (delivered externally)

After the conversation

Remember that everything contained in the Purple Passport and discussed in your 1:1 **must** remain confidential, unless the individual has explicitly given permission to share details with anyone else. Permission must be sought before discussing anything in the Purple Passport with other members of the team, the Employee Relations team or Occupational Health.

Take some time to reflect on how the conversation went and what you have learned about the member of your team. Review any actions you agreed and progress these as soon as possible, and have a plan for those that might take a bit longer.

Schedule a four week review where you can check progress on the action plan and ask any further questions you might have about how you can support the individual to manage their health and wellbeing at work.

With agreement from the individual, keep a copy of the Purple Passport and action plan in the individual's personal file. If the file is accessible to multiple people, ensure it is kept in a sealed envelope and marked 'strictly for the attention of...'

The passport should be reviewed regularly after the initial four week review, as a minimum annually at appraisal or more often in 1:1s if required. The passport should also be reviewed if the individual has a significant increase in sickness absence, in order to ensure all required adjustments are in place to support them to stay well at work.

Your responsibilities and your team member's responsibilities

You (line manager)	Individual
Be kind and compassionate, making sure the meeting is safe and supportive. Listen well to what your colleague is telling you and respect that they know themselves and have expertise in their health condition or disability.	Acknowledge awkwardness – your manager may not know much about your health condition or disability and may be nervous about saying the 'wrong thing'. You will be more experienced than them and can help them understand.
Encourage feedback from your colleague and respond to it, using that feedback to make improvements.	Appreciate that this may be a new experience for your line manager – acknowledge their efforts.
Give energy and time to develop relationships within your team.	Work with your line manager to implement any adjustments. Make any changes you can without needing permission.
Carry out any agreed actions and fulfil commitments made to your colleague. Don't pretend to have all the answers – actively seek further support where needed.	Be clear about what you need. Actively seek the support you require and take personal responsibility.
Show sensitivity to the needs of others. Encourage colleagues to talk openly and share concerns.	Acknowledge that your manager may have limited understanding, and that it will take time to develop a shared understanding.
Value the perspectives of everyone in your team, recognising that everyone has different strengths and needs. Enact policies, procedures and processes fairly.	Encourage open conversations – this is a partnership and you are both working towards the same outcome.

Step by step – how to complete the Purple Passport

The Purple Passport should be completed by the individual who owns it. The below should act as a guide only and complements the guidance for individuals.

About you

The individual will complete some basic details about themselves, including what they prefer to be called and which pronouns they use (for example: he/him, she/her, they/them, xe/xem). They may wish to nominate a trusted contact at work, a colleague who can support them as they discuss their disability or health condition with you. This isn't mandatory so individuals will only add details if they would find it helpful.

Things to know about my health condition or disability

The individual can choose how much information they are comfortable to share here. While we encourage an open and honest conversation, there may be some elements of their health condition or disability that they do not wish to share with you.

The individual may use the questions as prompts for things they wish to tell you about their health condition or disability, as well as including information not covered by the questions.

If their health condition or disability fluctuates or is degenerative, they may consider if and when they might need further assessment and adjustments.

On a good day / On a bad day

The individual can use this section to describe how their health condition or disability affects them on a 'good day' and what this might look like, and how it affects them on a 'bad day' and what this might look like.

Things I find helpful

This section gives space for the individual to tell you how they work best and what adjustments they might need, using the bullet points as prompts.

If I become unwell

It can be helpful for colleagues to know and understand the first signs of someone becoming unwell if this is related to their health condition or disability, and how they can help. The individual may wish to share some of this information here, using the bullet points as prompts.

In the event of an emergency evacuation

If the individual has a health condition or disability that means they have a Personal Emergency Evacuation Plan (PEEP), details can be added here.

Information I would like to share with the team

The individual may consider whether there is any information about their health condition or disability that they would like to share with other colleagues beyond you as their line manager. This is their choice. As their line manager, you must keep any information they have shared with you confidential unless they have explicitly agreed otherwise.

Additional information

This section includes some prompts about:

- Whether the individual has been referred to Occupational Health, and the status of this if this is needed
- Whether they are currently under the care of a specialist and if they need time off to attend appointments during normal working hours

- Whether a display screen assessment has been carried out
- Whether they have updated their health condition or disability information on MyESR. This helps us have a much better understanding of the CUH workforce and whether our systems and processes are fair. This information allows us to identify trends and spot gaps in how we work together, and take targeted action to meet the diverse needs of our staff. You can read more about why we ask staff to update their MyESR record and instructions for how to do it [here](#).
- Space to include anything that hasn't been covered so far that they would like to share.

Action plan

Use this table to identify actions that need to be taken to ensure the individual has the right support and adjustments in place for them to perform their role, or for any next steps as agreed between them and you. Example action plans are available on pages 7 and 8, and a list of example adjustments is on page 9. This list is not exhaustive and can be used to prompt ideas of the kinds of adjustments that may be possible.

Confirmation and agreement

It's important that there is a written record of the conversation you've had with your team member and any actions that have been agreed to ensure that the individual receives the right support and adjustments to perform their role. With their agreement, keep a copy of the passport on the individual's personal file.

You will then need to log that the individual has a Purple Passport by assigning it as a skill on Health Roster. This allows the Workforce team to review how widely the Purple Passport is being used, without seeing any details of individual passports. Individuals may occasionally be contacted by someone in the Equality, Diversity and Inclusion team for feedback to help us evaluate the impact of the Purple Passport for staff. Please do not add any details of any health conditions or disabilities to the notes section on Health Roster – these should be kept confidential between you and the individual.

Reviews and updates

Use this section to record any updates or changes that are made to the individual's Purple Passport as you review it together. The passport should be reviewed four weeks after the initial conversation, and then at least annually as part of the appraisal process or a 1:1.

Example action plan #1

Mary is a nurse with dyslexia. Learning new information or processes is more difficult where the learning period is disjointed or interrupted. When new equipment is purchased for the clinic, she experiences high levels of anxiety worrying about patient care, and the busy nature of outpatients clinic makes it harder for her to feel competent. She had a lot of difficulty as a student nurse being able to learn how to operate equipment, and wants to make sure her new ward is clear about providing her the opportunity to become fully competent with new equipment as quickly as possible.

	Adjustments	Action required	Source (e.g. Occupational Health, Specialist, Self)	Importance (5 = very)	Time scale for completion	Person responsible	Additional comments
Learning Style	When new equipment is purchased: Mary will not be asked to operate new equipment until Steps 1 and then 2 have been completed in that order	1. Mary will have dedicated time away from the clinical area to read the manual of the new equipment	Self	5	Within 2 weeks of arrival of equipment.	Ward Manager	
		2. Mary will have a 1:1 learning from experienced staff support going through the steps of the new equipment	Self	4	Within 2 weeks of arrival of equipment.	Ward Manager	
		3. Mary will then be allocated at least 3 clinics where she is working with the new equipment only	Self	5	Within 4 weeks	Ward Manager	
		4. Mary needs to review her competence with the new equipment and confirm with supervisor	Self	3	End steps 1-3	Mary	

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Example action plan #2

Sanjay works in pharmacy and uses walking aids. Clear pathways to and from his work station are important, and there is a Health & Safety policy mandating clear pathways. However, high volume of deliveries means, in practice, there are often boxes on the floor as deliveries are not unpacked immediately. His manager is one of the worst offenders when accepting deliveries, and then leaving boxes on the floor for a period of time. Sanjay would like adjustments to happen ASAP.

	Adjustments	Action required	Source (e.g. Occupational Health, Specialist, Self)	Importance (5 = very)	Time scale for completion	Person responsible	Additional comments
Physical environment	Walkways in pharmacy to be kept clear I.e. deliveries will be unpacked immediately. The team need to be clear why this is important for everyone's health & safety	1. Discuss importance of Health & Safety policy and the impact on team members	Health and Safety policy	5	11/06/2018 To discuss at next team meeting	Team Leader	
		2. The pharmacy technician on call is responsible for unpacking all deliveries. This needs to go on the task list for on-call pharmacy technician	Department protocols	5		Team leader to action with team	
		3. A log of compliance needs to be kept and discussed with team leader	Department protocols, Health and Safety policy	3	Every day for 2 weeks	Pharmacy technician & Team leader	
		4. If there is still a large delay in unpacking to be discussed at next team meeting	Department protocols	4	Within 1 month of original meeting	Team leader	

Example adjustments

This list is not intended to be exhaustive, only to give an idea of the kinds of adjustments that may be suitable. Individuals will know best what adjustments they need to be able to perform their role.

Category	Examples of adjustments to consider
Working hours	Hours worked Shift patterns Start and finish times Part-time or flexible working Remote working / working from home
Breaks	Frequency Duration Time of day taken Location and proximity of facilities
Physical environment	Noise Light Fresh air Headphones Location of desk Partition walls Storage of equipment Physical accessibility / trip hazards
Changes in tasks / duties	Reduction Reprioritisation Refocusing
Modification of processes or changes to accommodate different learning styles	Speed Complexity Environment
Equipment / Building structure	Furniture Hardware (IT equipment) Software (IT programmes)
Additional supervision	Mentoring Support Buddying
Training / progression	Refresher New skills
Style of communication	Social situations Face to face Telephone Email In meetings
Time for appointments (hospital, GP, therapist, counselling)	Time during normal working hours Cover of tasks / duties

You may wish to refer to other Trust documents such as the [Flexible Working Procedure](#), [Home Working Policy](#) and the [Equality, Diversity and Inclusion in Employment Policy](#)

Additional information and support

If you have any questions about how to use the Purple Passport, please contact the Equality, Diversity and Inclusion team: equality@addenbrookes.nhs.uk

[The CUH Purple Network](#) is for everyone with visible or hidden disabilities, physical, neuro-diverse or mental health conditions and allies to work together to promote inclusion for everyone at CUH. 'Allies' are people who take an active role in helping CUH become more inclusive for people from particular groups, even if they don't share those characteristics themselves.

As a line manager, you can make individuals in your team aware of the Purple Network and ensure that they can attend network meetings in work time wherever operationally possible, as agreed by CUH. You may also wish to join the Purple Network as an 'ally'.

Being a part of a staff network is a great way of ensuring your voice is heard, having an impact and being a part of positive change across the organisation, as well as being a safe space for staff to share concerns and support each other. Meetings are currently held virtually via Zoom, usually monthly at lunchtimes. However, if you can't get to the meetings, don't let this put you off! You can still be involved and keep in touch remotely, as several of our members do. Contact equality@addenbrookes.nhs.uk to join the mailing list.

If you have any concerns, you can seek advice from your line manager in the first instance.

You can also contact the Employee Relations team or Occupational Health, as well as the Equality, Diversity and Inclusion team.

Specialist advice on workplace adjustments or further advice, information and support can be accessed via:

Occupational Health

Moving and Handling team

Mental Health First Aid lead – Claire Ward

[Health Assured](#)

[NHS People wellbeing support](#)

[Access to Work](#)