The combination of normative developmental and acculturation-related tasks may contribute to immigrant adolescents being more involved in bullying. Indeed, the majority of European and North American studies, that investigated the link between bullying involvement and adolescents’ migration background, found immigrant adolescents to be at higher risk of being victimized and to be more likely to bully their peers. However, other studies have found the opposite or could not find a difference. Beyond prevalence comparisons, it needs to be investigated more deeply whether associate risk- and protective factors differ between native and immigrant adolescents. Following Bronfenbrenner’s (socio-) ecological theory, bullying involvement is a result of the interaction of multiple nested and interconnected environmental systems. In addition to individual factors, microsystem settings such as family, peers, and school have a major impact on bullying involvement. Based on representative data of 12,444 ninth graders in Lower Saxony, Germany, and using a person-oriented approach, this study firstly aims to identify subgroups (both across and within migration status) of adolescents based on their bullying behavior and victimization experiences. Secondly, the influence of risk- and protective factors (both individual and factors within the microsystem) are investigated. First results indicate the presence of four subgroups that differ in their profiles of bullying and victimization: adolescents with higher levels of bullying and lower levels of victimization and vice versa, adolescents with high levels of both bullying and victimization, and adolescents with low levels of both bullying and victimization. Differences across natives and immigrants as well as relevant risk- and protective factors will be discussed.